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ABSTRACT

As the third in a four volume final report of a Right to Read preservice competency-based, modular reading specialist project, this volume presents the module outlines for components seven, eight and nine of the classroom program. Component seven, administration and supervision, offers on-the-job practical training where students experience various leadership styles and learn administration from the viewpoint of the teacher. Component eight (the remediation and clinical practicum) includes field-centered practice in a classroom or reading clinic where the student works with remedial reading pupils. Component nine (affective factors in the teaching of reading) stresses motivation for learning and the role of emotions, feelings, and self concept in the reading/learning process. Each component is organized according to module, rationale, objectives, learning activities and alternatives, indicators of student input, and evaluation criteria. (MAI)

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CLASSROOM READING SPECIALIST PROGRAM

Vol. III

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United States Office of Education
Year end Report · July 1975

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VOLUME III

Classroom Reading Specialist Program

Year-end Report, 7/1/74—6/30/75

Grant Number OEG-0-74-8981

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Right To Read—Teacher Preparation Program

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Fourteen Components of the Classroom
Reading Specialist Program

Volume I

Guide for the Implementor

I	Reading/Language Arts, K - 12	D. Barnes Boffey and David J. Yarington

Volume II

II	Readiness and Beginning Reading	Martha Evans
III	Comprehension	Richard Earle
IV	Diagnosis	David J. Yarington
V	Learning/Study Styles	David J. Yarington
VI	The Future: Trial/Error Teaching/Learning	David J. Yarington

Volume III

VII	Administration and Supervision	Richard Earle
VIII	Remediation and Clinical Practicum	David J. Yarington
IX	The Affective Domain	D. Barnes Boffey

Volume IV

X	Process—Theory and Practice	Martha Evans
XI	Research and Measurement	Martha Evans
XII	Survival Skills	D. Barnes Boffey
XIII	Presentation Skills	David J. Yarington
XIV	Sexism and Racism	William R. Schreck, Jr.

Component VII

Administration and Supervision

by

Richard Earle

Mc Gill University

Component VII: Administering/Supervising Reading Programs

Competency 1: Reading supervisors exhibit a high degree of scholarship.

Competency 2: Reading supervisors are able to develop curriculum in reading.

Competency 3: Reading supervisors provide services for the entire educational community.

Competency 4: Reading supervisors provide educational leadership for teachers of reading.

Competency 5: Reading supervisors are able to administer a comprehensive reading program.

Component 7: Administering/Supervising Reading Programs

Competency 1: Reading supervisors exhibit a high degree of scholarship.

Module: VII, 1E, 1

Title: Shadowing—Reading Consultant

Rationale: It is very often useful to watch someone else perform a task before trying to do it for the first time yourself. The observation often gives you an overall "Gestalt" of the task, some idea of its component parts, (including sequence), and offers a ready made opportunity to learn, ask questions, and so on. Here's your chance to watch someone else being a reading specialist...

Objective: Given the opportunity to shadow a practicing reading consultant, make observations and draw conclusions regarding his or her scholarship.

Learning Alternatives:

1. Shadow an outstanding reading consultant for two weeks.
2. ______

Indicator: Discussion with peers and instructor.

Evaluative Criteria: Present impressions and conclusions, including those on:

1. Knowledge.
2. Competency.
3. Personal qualities.
4. Philosophy.
5. Educational role.

Module: VII, 1C, 1 Modular Credit ____

Title: Supervisory prerequisites

Rationale: A few years ago in many places, if you wanted a driver's license all you had to do was send in the money and they sent you your license. Not only did that arrangement assume driving ability, it didn't even demand certain prerequisites, adequate vision, for example. Here is a check list of prerequisites for one who hopes to administer or supervise a reading program.

Objective: Given a checklist of prerequisites, make a self-assessment of qualifications for administrative or supervisory training.

Learning Alternatives:

1. Checklist- COURSES, TOPICS, SOURCES, PERSONAL QUALITIES, etc.
2. Discussion with reading supervisors
3. IRA brochure: "Roles, Responsibilities, and Qualifications of Reading Specialists".
4. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, 1970, pp. 165-174
5. ______

Indicator: Completed check list.

Evaluative Criteria: Student will indicate areas requiring reflection, study, or additional training or counseling, and discuss these with instructor or other counselor.

CHECKLIST A: TOPICS

INSTRUCTIONAL UNITS: Later Childhood-High School/Content Area Reading

NOTE: An asterisk (*) denotes objectives most appropriate for content area teachers. All objectives are considered important for the reading specialist.

I. Reading Defined

A.* Define reading as it relates to the learning of subject matter

This objective points out the relationship between the psycholinguistic tasks of processing spoken language and written language, that is, between listening and reading. Most important is an examination of the similarities between reading and subject matter learning. The student will evaluate subject matter tasks in terms of necessary reading skills.

B. Recognize word perception aspects of reading behavior

This objective discusses recognition and pronunciation of the printed word as an integral part of the reading process. The student will: 1) name and describe commonly used clues in word perception, and 2) identify words which invite the use of the various clues.

C.* Recognize the cognitive aspects of reading behavior.

This objective focuses on cognition or comprehension as it relates to the total reading process. The student will identify various levels of cognition, common organization patterns, and specific comprehension skills. Mastery of the unit requires the student to: 1) classify cognitive responses to reading; 2) distinguish among levels of cognition; 3) identify organizational patterns in written materials.

D. Recognize the affective aspects of reading behavior

This objective deals with feelings, interests, attitudes and motivation as an integral part of the reading process. The student will distinguish between affective and cognitive responses to reading. Mastery requires the student to: 1) classify affective responses to reading; 2) identify the interests and concerns of secondary students; 3) evaluate the teacher's role in maintaining a climate for learning in the classroom.

E.* Identify reading tasks and skills specific to particular subject areas

This objective attempts to deepen the understanding of the student with regard to special reading problems in his particular discipline. The student engages in a close examination of the reading tasks demanded by his subject, and is required to explain and defend his understanding of reading at this point.

II. Reading Evaluation

A. Analyze students' reading behavior

This objective deals with methods and materials used to evaluate students' reading skills. The student will: 1) distinguish between formative and summative evaluation 2) identify sources of specific reading tests and reviews; 3) become familiar with at least one standardized group survey test of reading; 4) become familiar with at least one informal group reading inventory.

B. Specify instructional objectives in reading

This objective distinguishes between the instructional goals of the reading teacher and those of the subject matter teacher. The student will: 1) identify instructional sequences for both reading and subject matter; 2) recognize objectives stated in behavioral terms; and 3) write sample objectives for instruction.

C.* Construct a mastery unit for classroom instruction

This objective distinguishes between 1) summative vs. formative evaluation, and 2) mastery vs. normal curve learning. The importance of diagnostic teaching is stressed as well. Mastery requires the student to develop an instructional unit, including provision for formative and summative evaluation.

D* Determine student success in subject-related reading tasks

This objective attempts to furnish a perspective on readability. Emphasis is on a few aspects of readability which bear directly on the classroom needs of the subject matter teacher. Most important, the student will learn how to construct and use those instruments that serve his purpose.

III. Reading Materials

A. Locate sources of professional information

This objective familiarizes students with the various sources of professional information in reading. The student will identify such resources as campus libraries, professional textbooks, key word lists, major publishing companies, and professional organizations.

B. Locate and evaluate appropriate materials for reading instruction

This objective emphasizes available instructional materials for skills instruction. Mastery requires the student to identify sources, to develop evaluation criteria, and to evaluate the classroom potential of several specific titles.

C.* Locate and evaluate curriculum-specific material of varying difficulty

This objective acquaints the student with sources of text material pertinent to various curriculum areas and topics. Particular emphasis is placed on material designed specially for disabled readers or slow learners. Students are furnished with publishers' catalogues and visits to various instructional materials centres in order to facilitate the location and evaluation of specific titles.

D.* Locate and evaluate materials for recreational reading

This objective acquaints the student with sources of recreational reading materials at various levels and on various topics. Particular emphasis is placed on materials designed to pique the interest and fit the independent reading level of retarded readers. Students are required to evaluate a number of specific titles according to defensible criteria.

IV. Classroom Practice

A. Organize the classroom for reading instruction

This objective suggests various furnishings and physical arrangements for the classroom. The relative merits of various types of student groupings are examined. Mastery requires the student to plan a classroom lay-out and student grouping most appropriate to his situation.

B.* Construct guides which emphasize both the reading-thinking process and the subject content

This objective emphasizes the teacher preparation needed to teach reading along with required subject matter assignments. Most important will be the emphasis on selecting content understandings as an essential first step. The next step is to show how the content purpose determines the necessary reading process. The student will construct written guides which enhance subject matter learning as well as reading ability.

C.* Plan guided reading within an appropriate lesson framework.

This objective shows the student how to use his knowledge of reading effectively and efficiently in the classroom. Two widely used lesson structures—the Directed Reading Activity and the Instructional Framework—are described and compared. They are suggested as a handy means of organizing specific reading activities within a psychologically sound instructional sequence. The student plans a reading or subject matter lesson using the Directed Reading Activity, the Instructional Framework, or a similar structure.

D.* Teach both vocabulary and vocabulary skills

This objective emphasizes two relationships: First, the place of vocabulary as an integral aspect of the reading process; second, the understanding that the important vocabulary of subject matter reveals the necessary vocabulary skills. Most important, a coherent approach to vocabulary instruction is presented, along with numerous examples from various subjects. The student designs activities which increase the students' mastery of subject matter vocabulary as well as necessary word study skills.

E.* Recognize alternative means of individualized reading assignments

This objective incorporates the point of view that the teachers must be able to reduce the obstacles presented by printed text materials in order to assure his students' mastery of the subject matter and continued growth in subject matter reading ability. Seven ways to successfully individualize required reading assignments are presented. Mastery requires the student to individualize a content reading assignment.

V. School Reading Programs

A.* Encourage wide use of a variety of recreational reading materials

This objective emphasizes means of acquiring, displaying and distributing recreational reading materials to students representing a wide range of reading ability. In addition to library resources, the student will examine and note numerous means of obtaining reading materials and delivering them into the hands of students.

B.* Defend a point of view regarding the teaching of reading along with subject matter.

This objective points out the shifting emphasis on reading instruction from beginning reading through high school and beyond. The major reading problems confronting both teachers and students will be examined. Most important will be an examination of various partial solutions to these problems. The student will formulate and defend a point of view regarding the feasibility of reading instruction combined with subject matter teaching.

C. Provide an effective program of diagnostic/prescriptive instruction in reading skills

This objective causes the student to examine closely the pros and cons of providing direct skills instruction in reading. A number of principles will be examined, including such problems as staffing, selection and scheduling. Mastery requires the student to evaluate a program according to a defensible set of evaluation criteria.

D. Defend a point of view on clinical reading programs for secondary students

This objective focuses on rationale and practice in clinical reading at the secondary level. Definition, selection criteria, scheduling and organization are discussed briefly. The student will select and defend tests and instructional procedures for clinical reading at the secondary level.

E. Plan efficiency classes in study skills and reading flexibility

This objective distinguishes between study skills and reading skills, and between teacher-directed and self-directed learning. Study habits and methods are examined, along with materials appropriate for study training. The student will note also the difference between reading speed and reading flexibility, as well as appropriate training techniques. Mastery includes planning or evaluating an efficiency class.

STUDENT RECORD: LATER CHILDHOOD - HIGH SCHOOL/CONTENT AREA READING

Name: ______________________ S.I.# ____________ Student # ____________

Home Address: ______________________________ Home phone: ____________

The purpose of this record is to provide a summary of your progress in mastering the instructional objectives.

OBJECTIVE	PRE-TEST SCORE	MASTERY	CHECKED BY	DATE
1. READING DEFINED				
A. Reading/Learning Subject Matter				
B. Word Perception				
C. Cognition				
D. Affect				
E. Specific Tasks/Skills				
2. EVALUATION				
A. Group Diagnosis				
B. Instructional Objectives				
C. Mastery Learning				
D. Readability				
E. Individual Diagnosis				
3. READING MATERIALS				
A. Professional Information				
B. Reading Materials, Equipment, etc.				
C. Curriculum-Specific Materials				
D. Recreational Materials				
4. CLASSROOM PRACTICE				
A. Classroom Organization				
B. Study Guides				
C. Lesson Frameword				
D. Vocabulary & Vocabulary Skills				
E. Individualizing Assignments				
5. PROGRAM EMPHASIS				
A. Recreational Reading				
B. Content Reading				
C. Diagnostic/Prescriptive Reading				
D. Clinical Reading				
E. Efficiency Reading				

MID-POINT CHECK: .... FINAL CONFERENCE: ....

CHECKLIST B: SOURCES

MODULE: Professional Information

The purpose of this instructional unit is to familiarize you with several professional information sources in reading. At the time of mastery, you should be familiar with the following:

A. Location and content of local professional libraries,

B. Major texts, publishers, and book distributors,

C. Major key word listings,

D. Professional Organizations in reading,

E. Important reading conferences,

F. Leading periodicals in reading and related fields.

Directions

1. Take the pre-test. Notice that this module has been designed as a self-check of your competencies in relation to the instructional objective. Each of the behaviors is listed separately. For the pretest, go through the list and complete those with thich you are already familiar. You will then proceed to become familiar with the items that have not been completed. Useful learning activities are listed for each behavior.
2. In addition to the learning activities specified in this instructional packet, the following resources may be helpful:
   a) Class presentation
   b) "Sources of Professional Information" audio cassette lecture, Curriculum Library
   c) Journal of Reading (November, 1972) article by John Harker
3. Mastery of this objective consists of indicating competency in All the behaviors listed. (Mastery Score—100%)
4. If you have difficulty, consult with any member of the instructional team.
5. Complete the Student Evaluation and submit as soon as possible.

General Objective: The student will demonstrate a knowledge of professional information sources in reading.

A. The student will know the location and content of local professional libraries.

Criterion Behavior	Learning Activities
1. The location of each library or center is specified as follows: a. Aquinas College Library ________________________ b. Education Department Test Library ________________________ c. Curriculum Lab ________________________ d. Audio Visual Lab ________________________ e. Your School Board Library ________________________ f. Your school building library ________________________	1. Take a walking tour of the professional libraries or centers. Get someone to explain the locations, i.e., take a verbal tour.
2. The contents of each library or center are specified as follows: a. Aquinas College Library ________________________ ________________________ ________________________ ________________________ ________________________ ________________________	2. Tour professional libraries, browse, ask librarians, etc. Get someone to explain the materials and services available at each library or center.

b) Education Department Test Library

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c) Curriculum Lab

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d) Audio Visual Lab

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e) Your School Board Library

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f) Your school building library

____

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____

____

B. The student will have access to a listing of major professional texts, major publishers of professional texts, and local book distributors.

Criterion Behavior	Learning Activities
1. Given a listing of professional texts, the student will list 5 current titles and 1 "classic" title in each of at least three areas of interest. (Use separate sheet or back of this page.) a) Elementary ____ b) Secondary/Content Area ____ c) Research ____ d) Consultation/Supervision ____ e) Measurement ____ f) Teacher Training ____ g) Special Education ____ g) Other ____	1. Consult a bibliography of professional materials pertinent to your area(s) of interest. Survey professional libraries and centers.
2. The student will produce or specify the location of the following sources. a) Publishers Directory b) College publisher files c) Book Displays at conferences	2. Secure a list of publishers and approved book sellers. Collect publishers' catalogues. Survey publishers' file in Curriculum Lab. Secure programs for teachers' conventions.

C. The student will know how to locate profrssional information through various key word lists.

Criterion Behavior	Learning Activities
1. Given a research topic, the student will search the following key word lists: a) Card catalogues b) ERIC, (RIE, CIJE) c) Education Index d) Dissertation Abstracts e) Readers Guide g) Psychological Abstracts	1. Listen to explanation of various key word lists. Search libraries or centers for information on a given topic.

D. The student will be aware of professional organizations which distribute information on reading.

Criterion Behavior	Learning Activities
1. The student will produce the name, address, and price lists (if any) of at least three organizations which distribute information on reading. ______________________ ______________________ ______________________ ______________________	1. Write for current price lists from IRA, NCTE, NRC, MRA, etc. Ask for information on student membership.

E. The student will be aware of professional conferences as sources of information on reading.

Criterion Behavior	Learning Activities
1. The student will list name and pertinent information regarding the next meeting of at least two professional conferences which serve as sources of information on reading. ______________________ ______________________ ______________________	1. Read pp. 48-77 in Guide to Information Sources in Reading Davis, 1970 Ask someone who knows.

F. The student will be familiar with professional periodicals in reading and related fields.

Criterion Behavior	Learning Activities
1. Given a list of professional periodicals, the student will: a) Select at least three professional periodicals which are pertinent to your area(s) of interest. A.______________________ B.______________________ C.______________________	1. Read pp. 29-42 in Guide to Information Sources in Reading Secure at least one complete volume or RT, JR, RRQ, RI, EJ, EE, etc. Read title and copyright pages, Table of Contents, and other introductory information. Skim the articles. Note the dates, number of issues, pagination, indexing, etc.

b. Specify the intended audience for each periodical.

A.____________________ B.____________________ C.____________________

____________________ ____________________ ____________________

c. Describe volume, year, number of issues, method of pagination, etc., for each periodical.

A.____________________ B.____________________ C.____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

d. For each periodical, explain how the contents of a complete volume are indexed.

A.____________________ B.____________________ C.____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

Module: VII, 1C, 2 **Modular Credit** ____

Title: Role definition

Rationale: Have you ever been expected to do a creditable job at something without having that something specified? It's an uncomfortable feeling for most of us! Although we can always "cop out" in that position and wait for someone else to tell us what to do, the person who is qualified to do the job of supervising a reading program should also be qualified to define much of that role.

Objective: Given a specified educational situation, define the supervisor's role in the reading program, including reading philosophy, educational philosophy, and job description.

Learning Alternatives:

1. Lecture
2. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, 1970, Chapter 1 and pp. 165-174
3. Petre, R. M., "The 70's: Decade of Achievement?", Journal of Reading, December, 1972, pp. 200-206
4. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, pp. 1-3
5. Vick, N. O., "Role of the Reading Consultant" in Perspectives in Reading #6
6. ____________

Indicator: Statement of philosophy } oral or written
Statement of role }

Evaluative Criteria: Basic literacy is assumed. Statement of philosophy will include a personal and professional viewpoint on reading—its uses, joys, sorrows, misuses, etc. Statement of role will include major functions student expects to fulfil, including approximate time-energy ratios, etc.

Competency 2: Reading supervisors are able to develop curriculum in reading.

Module: VII, 2E, 1 Modular Credit ____

Title: Shadowing—Reading Supervisor

Rationale: See Module VII, 1E, 1

Objective: Given the opportunity to shadow a practicing reading supervisor, make observations and draw conclusions regarding his or her reading curriculum.

Learning Alternatives:

1. Shadow an outstanding reading supervisor for two weeks.
2. ________

Indicator: Discussion with peers and instructor.

Evaluative Criteria: Present impressions and/or conclusions, including the supervisor's apparent views on:

1. Reading goals, objectives, skill sequences.
2. Procedures for evaluating and selecting materials.
3. Types or thrusts of instruction in reading.

Module: VII, 2C, 1 Modular Credit ____

Title: Goals, Objectives, and Sequences

Rationale: (attached)

Objective: Given a specified reading situation, make decisions regarding reasonable goals, objectives, and sequences; communicate the decisions, and be prepared to justify them.

Learning Alternatives:

Goals: 1. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, 1970, Chapter 3.

2. Petre, R. M., "The 70's: Decade of Achievement?", Journal of Reading, December, 1972, pp. 200-206

Objectives: 3. Eisner, E. W., "Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum", (mimeo)

4. Niles, O. S., "Behavioral Objectives in Reading", Reading Teacher, November, 1973, p. 203

Sequences: 5. Otto and Smith, Chapter 2

6. Power Reading III, "Individual Assessment of Reading Skills", Winston Publishing Co., Minneapolis, Minnesota (attached)

7. ________

Indicator: Statement of a) goals, b) objectives, c) sequence

Evaluative Criteria: Student will:

1. Present statements of goals, objectives, and sequence,
2. Discuss the reasons for his selection with peers and instructor,
3. Justify his statements or make adaptations accordingly.

Rationale:

A bit of doggerel by Robert Mager ends something like this:

To rise from a zero
To big campus hero
To answer three questions
I strive

"Where am I going?"
"How will I get there?"
"And how will I know I've arrived?"

(From Developing Attitude Toward Learning)
Fearon, 1968

These sentiments are as applicable to an entire program as to a single classroom. As a matter of fact, there is an intimate relationship, since the broad goals of a program—if they are to be realized—must be translated into more specific objectives to guide classroom instruction, and into some sequential order for implementation.

Thus, in developing the reading curriculum the reading supervisor must tussle with the thorny problem of goals, objectives, and sequences. This may be the toughest but most important task of the curriculum builder. Let's have a go at it...

Module: VII, 2C, 2 Modular Credit _____

Title: Materials Selection and Evaluation

Rationale: It is almost impossible to keep abreast of the instructional materials now available for reading instruction. Many of them are worthless. Nonetheless, instructional materials are necessary as a vehicle for reading growth. How does one evaluate and select materials for reading instruction? Here's how...

Objective: Given access to instructional material in reading, formulate or select criteria and evaluate that material according to the criteria.

Learning Alternatives:

1. See Component II, Competency VII
2. Abt, C. C., "How to Compare Curriculum Materials", Nation's Schools, July, 1970, pp. 21-28
3. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, p. 80
4. __________

Indicator: Set of written criteria and evaluation.

Evaluative Criteria: Basic literacy is assumed. Student will locate or formulate criteria and evaluate in depth according to the criteria at least one basal program or similar set of materials for reading instruction.

Module: VII, 2C, 3 **Modular Credit** _____

Title: Instructional Thrusts

Rationale: Who shall receive instruction in reading? And what kind? These questions require resolution before the curriculum in reading is complete. Here are some ideas that may help you develop your own point of view...

Objective: Given a specified reading situation, identify the instructional thrusts appropriate in reading and be prepared to defend them.

Learning Alternatives:

1. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, 1970, pp. 27-39 and Chapter 4.
2. Smith and Barrett, Reading in the Middle School, Addison Wesley, 1974, Chapter 1.
3. Lecture (Richard Earle)
4. _____

Indicator: Discussion with instructor and peers.

Evaluative Criteria: Student will present a point of view concerning instructional thrusts, including: 1) who, 2) why, 3) what, 4) where. Student will discuss his decision with peers and instructor, and explain his decisions.

Competency 3: Reading supervisors provide services for the entire educational community.

Module: VII, 3E, 1 Modular Credit ____

Title: Shadowing

Rationale: See VII, 1E, 1

Objective: Given the opportunity to shadow a practicing reading consultant, make observations and draw conclusions regarding the services he or she provides to the entire educational community.

Learning Alternatives:

1. Shadow an outstanding reading consultant for two weeks.
2. ______

Indicator: Discussion with peers and instructor.

Evaluative Criteria: Present impressions and/or conclusions, including the consultant's service to:

1. Administrators
2. Community, including parents
3. Teachers
4. Other school staff

Module: VII, 3C, 1 Modular Credit ____

Title: Relationships with Administrators

Rationale: The reading supervisor is often a "middle man"; an administrator, but also a teacher; a helper but also a supervisor; an educator but also a parent. It takes an outstanding person to function effectively in so many seemingly contradictory roles. How is it done?...

Objective: Given contact with an administrator, provide the service, information, or guidance requested, maintaining a balance of cooperation and guidance.

Learning Alternatives:

1. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, Chapter 2
2. Rauch, S.J., "Administrators' Guidelines for More Effective Reading Programs", Journal of Reading, January, 1974, pp. 297-300
3. Appleby, B. C., "Don't Wreck My Stereotype", NASSP Bulletin, March, 1971 pp. 93-103
4. Sanders, P. L., "Impetus, Guidance, Facilitator: The Administrator's Role", Journal of Reading,
5. ____

Indicator: Role playing.

Evaluative Criteria: Student will participate successfully in the role of reading consultant, with regard to:

1. A principal's request for help,
2. A school board member's request for information.
3. A superintendant's demand for "results".
4. ?

Module: VII, 3C, 2 Modular Credit ____

Title: Community Relations

Rationale: See VII, 3C, 1

Objective: Given contact with parents or other community members, respond to questions with a balance of tact and frankness.

Learning Alternatives:

1. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, Chapter 1
2. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, pp. 143-154
3. IRA Micromonograph Series for Parents; also How Parents Can Help.
4. ____

Indicator: Role playing

Evaluative Criteria: Student will participate unsuccessfully in the role of reading consultant, with regard to :

1. parent complaints,
2. community requests for information,
3 specific questions.

Module: VII, 3C, 3 Modular Credit ____

Title: Teacher Resource Person

Rationale: See VII, 3C, 1

Objective: Given contact with teachers, provide answers, sources, demonstrations that are directly related to the teacher's problem.

Learning Alternatives:

1. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, Chapter 3
2. ______

Indicator: Role playing

Evaluative Criteria: Student will participate successfully in the role of reading consultant, with regard to:

1) teacher's expressed ignorance
2) teacher's unexpressed ignorance
3) ?

Module: VII, 3C, 4 Modular Credit _____

Title: Relations with Other School Staff

Rationale: See VII, 3C, 1

Objective: Given a specified educational situation, relate to a librarian, a psychologist, a speech therapist, a school nurse, or a non-professional in a constructive fashion.

Learning Alternatives:

1. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, Chapter 4
2. Robinson and Rauch, Handbook for the Volunteer Tutor, IRA, 1968
3. Robinson and Thomas, Fusing Reading Skills and Content, IRA, 1969, part I.
4. ______

Indicator: One page paper.

Evaluative Criteria: Basic literacy is assumed. Student will devote a paragraph to the product of constructive relationships between the reading consultant and the following:

1) librarian
2) psychologist
3) speech therapist
4) school nurse
5) parent volunteer
6)

Competency 4: Reading supervisors provide educational leadership for teachers of reading.

Module: VII, 4E, 1 Modular Credit ____

Title: Shadowing

Rationale: See VII, 1E, 1

Objective: Given the opportunity to shadow a practicing reading supervisor, make observations and draw conclusions regarding his or her leadership style, instructional supervision, and inservice training.

Learning Alternatives:

1. Shadow an outstanding reading supervisor for two weeks.
2. ____

Indicator: Discussion with peers and instructor.

Evaluative Criteria: Present impressions and/or conclusions, including the supervisor's

1. leadership style
2. evaluation of instruction
3. procedures for improving instruction
4. conduct of inservice training.

Module: VII, 4C, 1 Modular Credit ____

Title: Leadership Style

Rationale: What is a "leader"? Why are some leaders effective and others ineffective? Is there one best style for effecting desirable change in reading instruction? Herein may lie some ideas if not the answers...

Objective: Given contrasting theories of leadership style, formulate an opinion regarding the reading supervisor as a change agent.

Learning Alternatives:

1. Gibb, J. R., "Is Help Helpful?" Association Forum and Section Journals, (YMCA), 291 Broadway, N.Y. 10007
2. Blumberg and Cusick, "Supervisor-Teacher Interaction: An Analysis of Verbal Behavior", Education, November-December, 1970, pp. 126-134
3. Hersey and Blanchard, "So You Want to Know Your Leadership Style?", Training and Development Journal, February, 1974, pp. 22-37
4. ____

Indicator: One page paper.

Evaluative Criteria: Basic literacy is assumed. Student will state a position on leadership style and defend it with reference to research and/or expert opinion with regard to:

1. authoritarianism
2. democracy
3. verbal interaction
4. ?

Module: VII, 4C, 2 Modular Credit _____

Title: Evaluation and Supervision

Rationale: Although "good teaching" is a term that remains very difficult to define, the reading supervisor must not only define it but evaluate reading teachers according to that criterion and—even more difficult—guide them in such a way that their teaching improves. By way of introduction...

Objective: The supervisor will establish a set of teaching competencies she expects her reading teachers to demonstrate during their teaching. The supervisor should share this statement with both the principal and teacher early in the semester.

Learning Alternatives:

1. Classroom discussion of teaching competencies.
2. Review of statements of teaching competencies.
3. Review and discuss performance criteria skills.
4. _____

Indicator: Present instructor with a list of teaching competencies supervisor has compiled.

Evaluative Criteria: Supervisor must be able to defend the importance and face validity of the selected set of teaching competencies to other supervisors and instructor.

Module: VII, 4C, 3 Modular Credit ____

Title: Evaluation and Supervision

Rationale: Although "good teaching" is a term that remains very difficult to define, the reading supervisor must not only define it but evaluate reading teachers according to that criterion and—even more difficult—guide them in such a way that their teaching improves. By way of introduction...

Objective: The supervisor will demonstrate his ability to gather data (written and videotape) that accurately reflects the happenings of the classroom.

Learning Alternatives:

1. See instructional videotape on how to operate the videotape recorder.
2. Practice recording classroom dialogue by writing it down as it occurs.
3. Develop ability to use an observational system; e.g., Flanders Interaction Analysis.

Indicator:

1. Present a videotape that you recorded showing both verbal and nonverbal teacher-pupil interaction.
2. Present a written transcript of T-P interaction gathered live in a classroom.
3. Present a verbal interaction matrix compiled from live observation of teacher-pupil interaction.
4. __________

Evaluative Criteria: Evidence will be judged on the basis of clarity, accuracy, and freedom from technical difficulties.

Module: VII, 4C, 4 Modular Credit ____

Title: Evaluation and Supervision

Rationale: Although "good teaching" is a term that remains very difficult to define, the reading supervisor must not only define it but evaluate reading teachers according to that criterion and—even more difficult—guide them in such a way that their teaching improves. By way of introduction...

Objective: The supervisor will be able to identify teaching patterns as they occur in classrooms from gathered data, and be able to hypothesize some intended and incidental learnings and critical incidents which may accrue from the patterns.

Learning Alternatives:

1. Read Robert Goldhammer's Clinical Supervision, particularly pp. 1-44; 83-93.
2. Practice identifying teaching patterns and possible learnings from written transcripts of actual lessons.
3. Practice identifying teaching patterns and possible learnings by watching videotape recordings of teachers teaching.
4. ________

Indicator: Present a written analysis of a lesson in which teaching patterns and possible pupil learnings have been identified. The raw data from which the teaching patterns were identified shoudl also be identified.

Evaluative Criteria: The analysis will be evaluated on the basis of accuracy in identifying teaching patterns and the logical relationship posited between teaching patterns and intended/incidental learnings.

Module: VII, 4C, 5 Modular Credit ____

Title: Evaluation and Supervision

Rationale: Although "good teaching" is a term that remains very difficult to define, the reading supervisor must not only define it but evaluate reading teachers according to that criterion and—even more difficult—guide them in such a way that their teaching improves. By way of introduction...

Objective: The supervisor will demonstrate his ability to conduct a conference with a teacher in which he uses a videotape of the lesson as the focus of the conference.

Learning Alternatives:

1. View videotapes of supervisors using the VTR in supervisory conferences.
2. Practice using VTR in supervisory conferences.
3. Practice role-playing supervisory conferences.
4. ________

Indicator: Present a videotape (or audiotape if video is not possible) of a supervisory conference in which a videotape of a lesson is being discussed.

Evaluative Criteria: The supervisor will be evaluated on whether or not proper techniques of VTR usage are demonstrated; his ability to create and maintain a non-threatening environment; his ability to involve the teacher in an active, participating role; and his ability to focus on important rather than trivial issues.

Module: VII, 4C, 6 Modular Credit ____

Title: Evaluation and Supervision

Rationale: Although "good teaching" is a term that remains very difficult to define, the reading supervisor must not only define it but evaluate reading teachers according to that criterion—and even more difficult—guide them in such a way that their teaching improves. By way of introduction...

Objective: The supervisor will identify and avoid using some common negative supervisory patterns.

Learning Alternatives:

1. View videotapes of supervisory patterns, identifying negative patterns.
2. Read supervisory literature.
3. ______

Indicator: Present a list of negative supervisory patterns, including a statement for each stating why the pattern is harmful.

Evaluative Criteria: Comprehensiveness of the list and the power of the arguments for each pattern's negative attributes.

Module: VII, 4C, 7 Modular Credit ____

Title: Inservice Training

Rationale: Inservice training is deemed necessary because of 1) poor preservice preparation of reading teachers, and 2) an obvious need for continued professional growth by practicing teachers. Despite this, school administrators tend not to facilitate inservice training and teachers view it with suspicion or disdain. The reading consultant must use his best resources to make inservice meaningful, that is, to make its results applied in the classroom. To begin...

Objective: Given an opportunity for inservice instruction, plan and implement the training according to teacher needs and recommended standards.

Learning Alternatives:

1. Moburg, L. G., Inservice Teacher Training in Reading, IRA, 1972
2. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, 1970, Chapters 8 and 9
3. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, Chapter 5
4. Aaron, I., Inservice Training in Reading, (Reading Aids), IRA
5. ______

Indicator:

1. Instructor evaluation
2. Participant's evaluation
3. Self evaluation

Evaluative Criteria: Regardless of what criteria are used, the evaluations of instructor, participants, and student will all be more positive than negative. Discussion with peers and instructor should follow, based on evaluations.

Competency 5: Reading supervisors are able to administer a comprehensive reading program.

Module: VII, 5E, 1 Modular Credit ____

Title: Shadowing a Reading Consultant

Rationale: See VII, 1E, 1

Objective: Given the opportunity to shadow a practicing reading consultant, make observations and draw conclusions regarding the design and administration of his or her reading program.

Learning Alternatives:

1. Shadow an outstanding reading administrator or consultant for two weeks.
2. ______

Indicator: Discussion with peers and instructor.

Evaluative Criteria: Present impressions and/or conclusions, including those on:

1. Program rationale and objectives
2. Program evaluation
3. Program scope

Module: VII, 5C, 1 Modular Credit _____

Title: Program Rationale and Objectives

Rationale: As a result of the reading specialist's training and experience, he has a clear view of the "ideal" program—its rationale, its objectives, its scope. However, in a specific real school or district certain constraints exist and certain specific needs are apparent. The task of administering a reading program involves moving from the "real" to the "ideal" as quickly and efficiently as possible.

Objective: Given a school or district, decide on an appropriate rationale for the reading program, including long and short range program objectives.

Learning Alternatives:

1. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, 1970, pp. 156-160 and Chapter 1.
2. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, pp. 38 and 77-78.
3. Goodman and Niles, Reading: Process and Program, NCTE, 1970, pp. 37-70
4. Fillmer and Griffith, "Guidelines for a System-Wide Reading Program", Elementary English, March, 1973, pp. 455-458
5. _____

Indicator: One page paper, based on real or hypothetical school or district.

Evaluative Criteria: Basic literacy is assumed. Student will present a brief rationale and/or set of guidelines, as well as some reasonable (?) long and short range program objectives. (Perhaps a 5 year plan)

Module: VII, 5C, 2 Modular Credit ____

Title: Program Evaluation

Rationale: See VII, 5C, 1

Objective: Given a real or hypothetical school or district, design an evaluation plan, including needs assessment, continuous evaluation, and progress assessment.

Learning Alternatives:

1. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, 1970, pp. 6-17 and 87-92, and Chapter 5. Also p. 133
2. Robinson and Rauch, Guiding the Reading Program, SRA, 1965, Chapter 7
3. Rauch, S. J., "How to Evaluate a Reading Program", Reading Teacher, December, 1970, pp. 244-250
4. "An Assessment Scale for Use in Examining a Reading Program", Office of Education, ERIC Document # ED 075-795
5. ____

Indicator: Written evaluation plan

Evaluative Criteria: Student will include overall plan for specified school or district. Plan will include:

1. Needs assessment
2. Continuous evaluation provision
3. Progress assessment
4. Clear distinction between pupil evaluation and program evaluation.

Module: VII, 5C, 3 Modular Credit ____

Title: Program scope

Rationale: See VII, 5C, 1

Objective: Given broad program goals and more specific objectives, make decisions on the total scope of the reading program, including recreational and functional reading as well as direct instruction.

Learning Alternative:

1. Lecture
2. Barrett and Smith, Reading in the Middle School, Addison-Wesley, 1974 Chapter 1
3. Otto and Smith, Administering the School Reading Program, Houghton Mifflin, 1970, pp. 72-74
4. ________

Indicator: one page paper

Evaluative Criteria: Basic literacy is assumed. Student will be judged on the degree to which the program scope is "broadly conceived, but specifically focused". Specific plan should be made for at least these aspects:

1. Instructional reading.
2. Functional reading.
3. Recreational reading.

Component VIII

Remediation and Clinical Practicum

by

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COMPONENT VIII: Remediation/Clinical Practicum

Competencies

1. Remedial reading teachers have knowledge of and practice using principles of remedial teaching and research on remedial reading instruction.

2. Remedial reading teachers are able to maximize successful teaching by gathering information on the learner prior to initiating instruction.

3. Remedial reading teachers have knowledge of a variety of materials for remedial instruction.

4. Remedial reading teachers have knowledge of and are able to use a variety of approaches for remedial reading instruction.

5. Remedial reading teachers have experience in using a variety of approaches for remedial reading instruction.

6. Remedial reading teachers are aware of and can use a variety of management schemes, devices, and published programs for grouping and monitering remedial programs.

7. Remedial reading teachers have knowledge of a variety of games, gimmicks, machines and other techniques to motivate learners.

Competency 1: REMEDIAL READING TEACHERS HAVE KNOWLEDGE OF AND PRACTICE USING PRINCIPALS OF REMEDIAL TEACHING AND RESEARCH ON REMEDIAL READING INSTRUCTION.

Module VIII, 1C, 1 Modular Credit ________

Title: Research - Remediation Works?

Rationale: Reading teachers should be aware that they are up against the wall! A remedial candidate has been conditioned to hate reading over a period of many years and cannot be turned around over night.

Objective: Given the research data on the success of remedial reading programs, demonstrate an understanding of the problems a remedial teacher is likely to encounter in a two page paper

Learning Alternatives:

1. Silberberg, Norman and Silberberg, Margaret, "Myths in Remedial Education" in Journal of Learning Disabilities, Vol. 2, April, 1969.
2. Cohen, S.Alan, "Studies in Visual Perception and Reading in Disadavantaged Children," in Journal of Learning Disabilities Vol. 2, October, 1969, p. 503.
3. Reed, James C., "The Deficits of Retarded Readers - Fact or Artifact," The Reading Teacher, Vol. 23, January, 1970, p. 352.
4. Yarington, David J., "Remedial Reading," chapter VI in The Great American Reading Machine, Agathon Press, New York, 1976.
5. ________________

Indicator: Two page paper

Evaluation: Cite at least three studies indicating the success or failure of remedial programs.

Module VIII, 1C, 2 Modular Credit________

Title: Remedial Principles

Rationale: Beginning remedial teachers must have a teaching strategy, presentation techniques and an overall teaching structure in mind before initiating instruction. Experienced teachers seem to do this naturally--good ones that is. But you can spot an unorganized, sloppy teacher a mile away.

Objective: Given several descriptions of remedial principals, choose a structure, and plan a teaching lesson using the structure, identifying each successive step in the lesson.

Learning Alternatives:

1. Duffy, G. and Sherman, G., Systematic Reading Instruction, Chapter III, "The Art of Teaching is the Science of Instruction", Harper and Row, 1972, pp. 19-35.
2. USISPU Technique, Cultural Linguistic Approach Materials, Center for Inner City Studies, Northeastern, Ill. University, Chicago, Ill. 1975.
3. Otto, W. and McMenemy, Corrective and Remedial Teaching Principles and Practices, Houghton-Mifflin, 1966, Chapter 3.
4. Otto, Chester, McNeil and Myers, Focused Reading Instruction, Addison-Wesley, 1974, Chapters 11 and 12.
5. Kerber, James, The Tasks of Teaching Reading, Chas. Jones, 1975.
6. ________________

Indicator: Teaching lesson

Evaluation: Each step in the lesson must be identified as a step described in a reference.

Module VIII, 1C, 3 Modular Credit ____________

Title: Flexibility, Stimulous Variation, Motivation

Rationale: The three words in the title describe essential elements in any remedial teaching lesson. Remedial teachers must have in their "bag of tricks" techniques and materials ready at all times to meet learner's needs in the three areas.

Objective: Given materials and some imagination, design three guide-lists of activities, materials, etc. that would meet a variety of learner's needs in the area of Flexibility, Stimulous Variation and Motivation.

Learning Alternatives:

1. Lecture
2. Games, gadgets, gimmicks, for reading instruction
3. Values Clarification activities
4. Component on Affective Factors
5. ____________

Indicator: Three - one page lists

Evaluation: The three lists must indeed match the headings: Flexibility, Stimulous Variation, Motivation.

Module VIII, 1P, 1 Modular Credit________

Title: Quasi Research/Experimentation - Failure

Rationale: You are not experimenting/researching enough in your remedial teaching if you do not fail part of the time. This module is for the purpose of getting you used to the idea of failure. We don't have all the answers. In order for you to find the answers for you, you must try out new techniques and materials and fail part of the time. Don't worry, you won't hurt the kids.

Objective: Given a teaching learning situation, experiment/research enough techniques and materials so that you fail at least twice, judged against your own criteria.

Learning Alternatives:

1. See Component XI for research techniques.
2. The school setting

Indicator: Documentation determined by you, for example: your journal, failed papers, written or taped comments by learner.

Evaluation: At least two failures in the teaching learning situation must be documented.

Module VIII, 1P, 2 Modular Credit__________

Title: Planning a lesson

Rationale: Remedial teachers should be able to plan a variety of lessons in the cognitive as well as the affective domains.

Objective: Given a learner, plan five lessons having five distinctively different goals using a variety of learning principles.

Learning Alternatives:

1. See Module VIII, 1C, 2
2. __________

Indicator: Five written lesson plans

Evaluation: Five different goals must be clearly delineated, at least two in the affective domain. No more than one lesson will deal with word analysis skills; no more than two with comprehension skills, no more than one with "turning on" to reading.

Competency 2: REMEDIAL READING TEACHERS ARE ABLE TO MAXIMIZE SUCCESSFUL TEACHING BY GATHERING INFORMATION ON THE LEARNER PRIOR TO INITIATING INSTRUCTION.

Module VIII, 2P, 1 Modular Credit______

Title: What Can the Child Do Successfully?

Rationale: Remedial teaching has been defined as finding out what a child can do successfully and teaching from that point. There are many sources of information which can be utilized before you meet the child.

Objective: Given various sources of information on a child's reading (school, home, and elsewhere), gather such information on two children in a formal manner.

Learning Alternatives:

1. Case study example.
2. Harris, Albert, Casebook on Reading Disability, David McKay, Co., 1970.
3. Durr, William, Reading Difficulties - Diagnosis, Correction and Remediation, I.R.A., 1970.
4. Cumulative records, parent interviews, teacher interviews, child interviews.
5. ______________

Indicator: Report on preliminary investigation of reading background of child.

Evaluation: Report should include test scores, both formal and informal. Copies of tutoring and/or instructional notes. Examples of books and other materials completed by the child.

Module VIII, 2P, 2 Modular Credit______

Title: Matching Kids and Materials

Rationale: Kids are different. They have different interests and different things turn them on. Kids who hate reading and have been conditioned to do so over a number of years are especially difficult to turn on. Teachers must be familiar with materials.

Objective: Given descriptions of two different children, seek out at least ten book titles and three programs you feel would be suitable for each child.

Learning Alternatives:

1. Children's library.
2. Store of reading materials and games.
3. Publishers' catalogues.
4. Faculty libraries, curriculum libraries.
5. List of pupil descriptions in packet.
6. ______________

Indicator: Two lists of materials

Evaluation: Lists should resemble lists previously designed for the specific children.

Module VIII, 2P, 3 Modular Credit________

Title: Know Thy Learner

Rationale: When you first meet a child, as you may have learned in Module VIII, 2P, 1, it is a hassle to gather information from previous teachers, tutors, parents, cumulative records, etc. To avoid putting the child's next tutor in such a situation, this module gives you the experience of writing a mini-case study.

Objective: Given a child you have tutored for at least five weeks, write a two page summary of what the child knows and doesn't know, using the summary sheet provided.

Learning Alternatives:

1. Completed summaries.
2. Sample full-blown case study and accompanying summary.
3. ____________

Indicator: Summary

Evaluation: Summary should be completely filled out with accurate titles, dates, scores, addresses, phone numbers, etc.

Module VIII, 2P, 4 Modular Credit___________

Title: Initiating Instruction

Rationale: After you have established a relationship with the learner, even if you have much information, it is well to perform a short screening to establish an instructional level and a skills needs assessment record.

Objective: Given two learners, perform a skills needs assessment and establish a tentative instructional level for the child using an informal means of assessment.

Learning Alternatives:

1. Aquinas College Comprehensive Informal Inventory.
2. Silvaroli, Nicholas J., Classroom Reading Inventory, Wm. C. Brown Co, 2nd edition, 1973.
3. Any management system student placement test.
4. ________

Indicator: Completed test

Evaluation: The evaluation appears to be valid as judged by the subjective opinion of the instructor.

Module VIII, 2C, 1 Modular Credit____________

Title: Eyes and Ears

Rationale: Visual acuity and discrimination and auditory acuity and discrimination are crucial to success in reading and should be checked as a matter of course in beginning any remedial teaching. In the component on Diagnosis, the student is required to test each of these.

Objective: Given audiometer and telebinocular results and the results of visual and auditory discrimination tests, the student should interpret the needs of the learner in these areas as passing or failing.

Learning Alternatives:

1. Harris, Albert, How to Increase Reading Ability, David McKay Co. 5th edition, 1970, pp. 248-261.
2. Audiometer records and manual.
3. Telebinocular records and manual.
4. Auditory and Visual Discrimination Tests.
5. ____________

Indicator: One page paper

Evaluation: Indications of pass or fail in the four areas and specific reasons for the evaluations.

Module VIII, 2C, 2 Modular Credit__________

Title: Trial and Error Teaching

Rationale: Remedial teachers have to know as many approaches to teaching reading as they possibly can. There are over 100. One is always limited by the availability of materials, however.

Objective: Given 150(?) approaches to teaching reading, learn and be able to orally present five in a class setting among your peers.

Learning Alternatives:

1. Lecture - Demonstrations on approaches
2. Aukerman, Robert C., *Approaches To Beginning Reading*, John Wiley and Sons, 1971.
3. *Do You Read Me?*, National Instructional Television Center, Bloomington, Ind. Chapters 2,3,5,6,10, 14 and 15.
4. Examination of materials
5. Attendance at a national or state reading conference.
6. __________

Indicator: Oral presentation of five approaches to beginning reading.

Evaluation: Subjective evaluation of your instructor.

Competency 3: REMEDIAL READING TEACHERS HAVE KNOWLEDGE OF A VARIETY OF MATERIALS FOR REMEDIAL INSTRUCTION.

Module VIII, 3C, 1 Modular Credit__________

Title: Materials

Rationale: Remedial teachers must know materials. There is just no way around it. More and more are published every year and it is extremely difficult to keep up.

Objective: Given all the materials published for reading instruction, learn about as many as possible, that is, no less than the materials of twenty publishers as indicated by a written analysis of each.

Learning Alternatives:

1. Materials sources - books.
2. Materials sources - publishers catalogues.
3. Reading (state, regional and national) conventions.
4. Curriculum library.
5. Local school system curriculum materials centers
6. Nearby Teacher Centers.
7. Teachers Store, 2147 S. Division, Grand Rapids, MI 49507
8. ______________

Indicator: Written analysis of twenty publishers' materials.

Evaluation: Twenty publishers must be represented.

Module VIII, 3C, 2 Modular Credit__________

Title: Materials

Rationale: Reading conventions are an easy way to become exposed to many materials in a short time.

Objective: Given a state, regional, or national reading convention, attend, and collect sales materials from at least thirty publishers.

Learning Alternatives:

1. The convention
2. List of conventions in your area.
3. __________

Indicator: Collected materials

Evaluation: Thirty publishers should be represented.

Competency 4: REMEDIAL READING TEACHERS HAVE KNOWLEDGE OF AND ARE ABLE TO USE A VARIETY OF APPROACHES FOR REMEDIAL INSTRUCTION.

Module VIII, 4P, 1 | Modular Credit ________

Title: Trial and Error Teaching, I

Rationale: To really know materials, one must teach them. To find the materials and techniques that "work" with a child, one must try many. Therefore the purposes of this module are twofold: one, to help you and one to help the child. Be sure you do not choose the same approaches as your peers.

Objective: Given several children with reading difficulties, use seven different sets of teaching materials, teaching each one for four consecutive lessons (a total of 28 lessons), and keep a record of your activities and impressions in a daily journal.

Learning Alternatives:

1. See alternatives for Module VIII, 2C, 2.
2. Guszak, Frank J., Diagnostic Reading Instruction in the Elementary School, Harper and Row, 1972, Chapters 4 and 5.
3. Ekwall, Eldon, Locating and Correcting Reading Difficulties, Charles E. Merrill, 1970, Appendixes.
4. Cooper, et al, Decision Making for the Diagnostic Teacher, A Laboratory Manual, Holt Rinehart, 1972.
5. Wilson, Robert M., Diagnostic and Remedial Reading For Classroom and Clinic, 2nd edition, Charles E. Merrill, 1972, Appendixes.
6. ________________

Indicator: Your journal

Evaluation: Your journal should be specific enough so that a peer can read it, find the materials and teach them the same way as you do.

Module VIII, 4P, 2 (A companion module to 4P, 1 Modular Credit______

Title: Trial and Error Teaching, II

Rationale: Now that you have completed 4P, 1, you can be exposed to seven more approaches by reading journals with someone else.

Objective: Given a journal from Module VIII, 4P, 1, containing seven approaches different from yours, teach four consecutive lessons of each set of teaching materials, keeping a similar journal for your own future use.

Learning Alternatives:

1. See Module VIII, 2C, 2 and VIII, 4P, 1.
2. _________

Indicator: Journals

Evaluation: Same as 4P, 1.

Module VIII, 4P, 3 Modular Credit ____________

Title: Special Programs and Materials

Rationale: There are some special programs and materials designed specifically for seriously retarded readers. You should be aware of these and be able to use them. For example, Fernald's VAKT approach, Specific Language Experience Approaches and others.

Objective: Given four approaches used by tutors of severely retarded readers, (those with associative learning problems) learn them and teach them to the satisfaction of your instructor, keeping a daily journal.

Learning Alternatives:

1. Required lecture or approaches.
2. Mazurkiewicz reading films.
3. ____________

Indicator: Journal

Evaluation: Instructor's subjective opinion

Competency 5: REMEDIAL READING TEACHERS HAVE EXPERIENCE IN USING A VARIETY OF APPROACHES FOR REMEDIAL READING INSTRUCTION.

Module VIII, 5PE, 1 Modular Credit________

Title: Remedial/Clinical Practicum

Rationale: Long term experience in the everyday work of a school remedial program or a reading clinic can only be gained in sustained, on the job training in the field. Students repeatedly say, " I learned more in my field work that I ever did in the classroom."

Objective: Given a remedial program in a school or a university reading clinic, practice teaching remedial reading under the supervision of a master reading teacher for at least eight weeks full time.

Learning Alternatives:

1. An assignment to an approved practicum site.
2. ________

Indicator: Eight week record of work signed by a master teacher.

Evaluation: Expressive/Performance
Positive reccommendation of supervisor.

Competency 6: REMEDIAL READING TEACHERS ARE AWARE OF AND CAN USE A VARIETY OF MANAGEMENT SCHEMES, DEVICES AND PUBLISHED PROGRAMS FOR GROUPING AND MONITORING REMEDIAL PROGRAMS.

Module VIII, 6C, 1 Modular Credit__________

Title: Scope and Sequence

Rationale: It is important for reading specialists to be aware of the many suggested scope and sequences available. No one knows the one correct scheme. That's why there are so many of them.

Objective: Given five scope and sequence schemes of reading skills, compare and contrast them in a two page paper.

Learning Alternatives:

1. Duffy, G. and Sherman, G., Systematic Reading Instruction, Harper and Row, 1972.
2. Barbe, Walter, Personalized Reading Instruction, Prentice-Hall 1961.
3. SARI, Phi Delta Kappa, 1974.
4. Basal Reader Teacher's Manuals.
5. Otto, Chester, McNeil and Myers, Focused Reading Instruction, Addison-Wesley, 1974.
6. Film #1, Organizing the Reading Program, Syracuse Reading Films
7. ____________

Indicator: Two page paper.

Evaluation: Paper should indicate an understanding:

a. of the five sequences
b. that no one is correct
c. the advantages and disadvantages

Module VIII, 6C, 2 Modular Credit__________

Title: Visitations

Rationale: Reading teachers should be familiar with various clinical, high school, university, college, hospital and other reading programs and services. During an hour long visit, one can learn a lot.

Objective: Given locations where reading services are offered, visit three different locations and report on the programs in three one page papers or orally to your instructor.

Learning Alternatives:

Various locations in the area:
- university
- college
- school
- jail
- mental institution
- social services
- community services
- hospital
- psychiatric clinics

Indicator: Three page paper

Evaluation: The paper should include addresses, people, phone numbers, and a description of the services offered. Any brochures or other information should be attached.

Module VIII, 6C, 3 Modular Credit____________

Title: Teaming

Rationale: In any program that offers reading services to children, more than one adult is involved. All the people who deal or have dealt with the child often get together to share information and therefore offer a more coordinated service to the child.

Objective: Given a demonstration of a case study conference on a child, attend and note the relationship and function of each team member and possible members not present in a one page paper.

Learning Alternatives:

1. View the video tape, "Can't Get That Word", Aquinas College Reading Center, Grand Rapids, MI, 49506.
2. Sit in on a diagnostic team meeting in a reading services program.
3. _______________

Indicator: One page paper

Evaluation: The paper should list all of the team members, their roles and other possible team members and their possible roles.

Module VIII, 6C, 4 Modular Credit______

Title: Film Festival

Rationale: Films are static. In the early sixties, Hal Herber at Syracuse University made a series of films on reading instruction. Even Hal agrees that the films are somewhat outdated, but they have value. Notice his short hair; you should see him now!

Objective: Given Syracuse Films, read the accompanying manuals, view the films and write a one page paper on each film indicating the areas with which you disagree.

Learning Alternatives:

1. Film #2: Analyzing Reading Achievement
2. Film #3: The Handicapped Reader
3. Film #4: Vocabulary Development
4. Film #5: Developing Comprehension Skills
5. Film #6: Reading to Remember
6. ______________

Indicator: Five critique papers.

Evaluation: Papers must indicate at least three areas of disagreement for each film.

Module VIII, 6P, 1 Modular Credit____________

Title: Tutoring-Space

Rationale: It is often difficult to find space in a school for individual tutoring. When school is in session - where do you go to work with a child? Boiler rooms and hallways work as do principals' offices.

Objective: Given an elementary school, make a survey of available space for tutoring and consult with the principal on the viability of the possible spaces you have chosen and report your survey and consultation in a one-page paper.

Learning Alternatives:

1. Schools
2. ________

Indicator: One page paper

Evaluation: At least six different locations should be listed and approved by the principal.

Module VIII, 6P, 2 Modular Credit____________

Title: Pupil tutoring Pupil

Rationale: One strategy that has been field tested in several schools is the notion of older 6th graders tutoring first or second graders; high school kids tutoring elementary kids or peer tutoring. It seems to work. Here's a chance for you to try it out.

Objective: Given an elementary or high school, set up a one week tutoring program using the pupil to pupil concept, reporting both the tutors' and the tutees' reactions and your subjective opinion of achievement gains in a paper.

Learning Alternatives:

1. Fry, Edward, The Emergency Reading Teacher's Manual, Dreier Education, 320 Raritan Ave., Highland Park, N.J.
2. Rauch, S., Handbook for the Volunteer Tutor, IRA, 1969.
3. Guides for Volunteers, Oklahoma City Public Schools, EPDA Project, 1971.
4. Your're the Tutor, For the Tutor, Tutoring Tricks and Tips, Youth Tutoring Youth,A Tutor's Handbook, National Commision on Resources for Youth, Inc., 36 W. 44th St. New York, N.Y. 10036.
5. Sleisenger, Lenore, Guidebook for the Voluntter Reading Teacher, T.C Press, Teachers College Columbia University, N.Y., 1965.
6. __________

Indicator: Reaction paper

Evaluation: The program and the pupils reactions should be clearly explained.

Module VIII, 6E, 1 Modular Credit________

Title: Case Discussions

Rationale: When several people are offering remedial reading services, it is often helpful to gather togethor to discuss problems and possible solutions, materials, etc. In this way, more than one person can be utilized to help each child.

Objective: Given several other students who are tutoring children, meet with them on a regular basis for ten sessions to share in discussion, your problems, progress, materials etc.

Learning Alternatives:

1. Regular class in remedial practicum.
2. ________________

Indicator: Presence and active participation in ten sessions.

Evaluation: Expressive

Competency 7: REMEDIAL READING TEACHERS HAVE KNOWLEDGE OF A VARIETY OF GAMES, GIMMICKS, MACHINES AND OTHER TECHNIQUES TO MOTIVATE LEARNERS.

Module VIII, 7C, 1 Modular Credit ____________

Title: Games, Gadgets, Gimmicks, and Machines

Rationale: Teachers who know and use turn-on and effective materials, turn on kids and teach them to read.

Objective: Given sources of turn-on materials, of which there are thousands, make, over a period of a year, a personal bibliography and/or library of games, gimmicks, and gadgets that suit your fancy.

Learning Alternatives:

Endless: Start with publishers, schools, colleges, curriculum libraries and good teachers.

Indicator: Completed library/bibliography.

Evaluation: Subjective opinion of your professor.

Component IX

The Affective Domain

by

D. Barnes Boffey

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Competencies

Component IX: The Affective Domain and the Teaching of Reading

1. Reading specialists have knowledge of and the ability to use the skills of interpersonal communication.
2. Reading specialists are self-aware, and able to facilitate this development of self-awareness in their students.
3. Reading specialists possess a strong self-concept, and are able to facilitate the development of strong self-concepts in their students.
4. Reading specialists are cognizant of and responsive to the inevitability of their own deaths and those of others.
5. Reading specialists have knowledge of and the ability to use the theory and strategies of values clarification.
6. Reading specialists are able to integrate the affective and cognitive domains in their teaching of reading.
7. Reading specialists have knowledge of and the ability to use the theory and processes involved in small group dynamics.
8. Reading specialists are aware of current programs, theories, and materials in the area of affective education and human relations.

Component IX- The Affective Domain and the Teaching of Reading

Competancy 1- Reading Specialists have knowledge of and the ability to use the skills of interpersonal communication.

Module: IX, 1C, 1 Modular Credit- ________

Title: The Art of Listening

Rationale: Most people hear, but they do not listen. The art of listening involves not only hearing the words, but sensing and searching for the emotions and concerns from which the communication is born. Listening is an active task, not merely a passive activity in which the speaker remains the only significant participant. Through the skill of active listening, the listener can contribute to the speaker's feeling of acceptance and ensure that the process of communication is completed.

Objective: Given information on active listening, the student will be able to develop a paper on the value of and methods involved in this interpersonal skill.

Learning Alternatives:

1) Packet # ____
2) Take a "Teacher Effectiveness Training" course-(to be given in our area..........)
3) Talk with a psychiatrist, clinical psychologist, or counselor about this skill.
4) Gordon, Thomas, Parent Effectiveness Training, N.Y.: Peter H. Wyden, Inc., 1970, pp. 29-120
5) "The Art of Listening," in Effective Communication: A Tape Guide to Improved Awareness and Self-Expression, Chicago: Argus Communication, Tape Unit 1. (available: Argus Comm.; 3505 N. Ashland Ave., Chicago, Ill. 60657)
6) ____

Indicator: 1) A two page paper which discusses the rationale for and descriptions of the active listening skill.

2)

Evaluation: The paper should show that the student:

1) can accurately describe active listening,
2) can discuss appropriate uses for this skill,
3) can site descriptive examples,
4) can evaluate its usefulness in a teaching situation.

Packet materials:

1) Northwest Regional Laboratories, Interpersonal Communications, Portland Oregon: 1972, Unit 2 (materials available through N.W.R.L., Lindsey Bldg., 710 S.W. Second Ave., Portland, Oregon 97204)
2) Ginott, Haim, Between Parent and Child, N.Y.: The Macmillan Co., 1965, pp. 17-37
3) Satir, Virginia, "Talking and Listening," in People Making, Palo Alto, California: Science and Behavior Books, 1972, pp. 30-59

Module IX, 1C, 2 Modular Credit ____

Title: Non-Verbal Communication

Rationale: It has been estimated that over half the effect of a communicated message can be contributed to the non-verbal components of the message; facial expression, body posture, spatial relationship, etc. We are often confronted with situations in which a person's words seem to tell us one thing, while their non-verbal behaviors tell us another. (I'm not upset," said she with her fists clenched.) The importance of non-verbal cues is indeed significant, and teachers must be aware of the behaviors and cues they send and receive.

Objective: Given information on Non-Verbal communication, the student will develop a paper on the subject and its importance as an interpersonal communication skill.

Learning Alternatives:

1) Packet # ____

2) "Mannerisms and Body Talk" in Effective Communication: A Tape Guide to Improved Awareness and Self-Expression, Chicago: Argus Communications, Tape Unit # 3

3) Thompson, James, Beyond Words, New York: Citation Press, 1973

4) Northwest Regional Laboratories, Interpersonal Communications, Portland, Oregon: N.W.R.L., Units 3 and 5.

5) Fast, Julius, Body Language, New York: M. Evans and Co., 1970.

6) Myers, G. and Myers, M., The Dynamics of Human Communication, New York: Mc Graw Hill, 1973

7) Hall, Edward T., The Silent Language, Greenwich, Conn.: Fawcett Publishers, 1959

8)

Indicator: Two or three page paper on Non-Verbal communication

Evaluation: Paper should show that the student can:

1) accurately describe different types of non-verbal communication,
2) site relevant examples of various types,
3) link literature to self-experience(s),
4) begin to understand the importance of this dynamic of communication.

Packet Materials:

1) Geldard, F., "Body English," in Psychology Today, Vol. 2, # 7, Dec., 1968, pp. 43-47
2) Mehrabian, A., "Communication Without Words," in Psychology Today, Vol. 2, #4, Sept. 1968, pp. 53-55
3) Beier, E., "Non-Verbal Communication," in Psychology Today, Oct., 1974 pp. 53-56
4) Stevens, John O., Awareness, Moab, Utah: Real People Press, 1971, pp. 113-121
5) Philips, G., et al., Communication in Education, New York: Holt, Rinehart and Winston, 1974, pp. 199-202

Module IX, 1C, 3 Modular Credit ____

Title: Sending "I Messages"

Rationale: "Much of what people say really constitutes statements about themselves disguised to appear as an observation about something or someone else...For example, if I say "You talk too much," I am not so much making a statement about you as I am about myself. I am saying something like "I feel frustrated that I am not letting myself say what I want to." Rather than expressing this frustration or admitting that I am afraid to interrupt, I settle for the statement that puts the blame on the other person."

Schrank, Jeffrey, Teaching Human Beings, Boston: Beacon Press, 1972, pg. 51

Objective: Given information on "I messages" as a method of increasing effective interpersonal communication, the student will develop a paper dealing with the theory, method, and importance of this interpersonal skill.

Learning Alternatives:

1) Gordon, Thomas, Parent Effectiveness Training, N.Y.: Peter H. Wyden, Inc., 1970, pp. 103-107
2) Northwest Regional Laboratories; Interpersonal Communications, Portland, Oregon: 1972, Unit # 4
3) Packet # ____
4) ____

Indicator: 2 page paper on the theory, methods, and value of sending "I Messages."

Evaluation: The paper should show that the student:

1) can describe why "I messages" are important to both communication sender and receiver,

2) can formulate examples of "I messages"that replace "You Messages",

3) can describe the general characteristics of an "I message"

Packet Materials

Ginott, Haim, Between Parent and Child, N.Y.: Macmillan Co., 1965, pp. 48-52

Below are several situations where questions seem to be being asked which are actually hidden "I-statements." Some of these have been changed into statements which are not cloaked; statements which reveal the actual feeling of the speaker. Fill in #5-8 with "I-messages" and then record (in totally empty spaces) actual examples of this behavior that you encounter in the next 24-48 hours. Others may use this technique or you may catch yourself using it. When you encounter examples of statements cloaked in questions, write down what was said and what would have been the more honest message. (You must fill in all the blanks fefore you are finished.)

SITUATION	CLOAKED STATEMENT	"I-MESSAGE"
1. Temperature is stifling. You are almost sweating in room with another person.	"Are you too hot? I can turn the heat down if you want."	"I'm boiling. I'm going to turn down the heat. "
2. A friend is going to a good movie. Has not asked you.	"Do you want some company at the movie?"	"I'd really like to see that movie. Is it all right if I go with you?"
3. Roomate borrows hair brush.	"Why do you always borrow things?"	"I really don't want you to use my brush."
4. You're getting hungry on a long car trip.	"Anybody here getting hungry?"	"I'm getting hungry. I'd like to stop for food soon."
5. You want someone to help you type a paper this weekend.	"What's going on with you this weekend?"	

SITUATION	CLOAKED STATEMENT	"I-MESSAGE"
6. Class is running late! You want to go.	"Are we going to leave soon?"	
7. You're afraid you're going to miss a movie. Your roomate is not ready yet.	"What's the matter? Aren't you ready yet?	
8. You and a friend win a two-on-two basketball game.	"Aren't you glad we won?"	
9.		
10.		
11.		
12.		
13.		
14.		

SITUATION	CLOAKED STATEMENT	"I-MESSAGE"
15.		
16.		
17.		
18.		
19.		
20.		

Module IX, 1E,1 Modular Credit ____

Title: Learning to Listen

Rationale: "As a vehicle of communication, listening must focus on the other person, not just what the other person is saying. It is listening in such a way that an atmosphere of communication is created: the other person will be able to hear us because he feels we have heard him, that we are in touch with him and not just with what he is saying."

Richard Reichert, Self-Awareness Through Group Dynamics, Dayton, Ohio: Pflaum/Standard, 1970, p. 79.

Objective: Given several exercises designed to facilitate active listening, the student will take part in any two of these and be able to evaluate his personal learnings and effectiveness.

Learning Alternatives:

1) Packet # ____ (contains alternative exercises)
2) Workshop in listening
3) Take "Human Communications" class offered by Drama Dept.

Indicator: Verbal discussion with instructor about participation in the exercises.

Evaluation: The discussion will show that the student:

1) understands the goals of the exercises
2) has some feeling about his/her personal effectiveness during the sessions
3) can demonstrate to the instructor the skills learned in the exercises.

Packet Materials:

1) Kirschenbaum, H. "The Listening Game", Colloquy, October, 1970
2) Simon, et.al.,"Rogerian Listening," in Values Clarification, N.Y.: Hart Publishing Co. pp. 295-298

3) Castillo, Gloria, Left-Handed Teaching: Lessons in Affective Education, N.Y., Praeger Publishers, 1974, pp. 109-122

4) Stanford, G. and Roark, A., Human Interaction in Education, Boston: Allyn and Bacon, 1974, pp. 106-109

5) Reichert, Richard, "Listening," in Self-Awareness Through Group Dynamics, Dayton, Ohio: Pflaum/Standard, pp. 79-86.

Module IX,1E, 2 Modular Credit ____

Title: Body Talk

Rationale: "We cannot not communicate. The nature of human communication is such that it is unavoidable...We can refrain from communication with words, but we cannot escape non-verbal communication...Interpersonal communication may not be conscious or intentional, nor successful, but it takes place. Unless we know this principle and try to understand the communicative value of other people's behavior and our own, the potential for interpersonal breakdown looms large."

Myers, G. and Myers, T., The Dynamics of Human Communication, New York: NcGraw-Hill, 1973, p. 179

Objective: Given an experience designed to increase personal awareness of individual non-verbal behavior patterns, the student will take part in the experience and write a short analysis of personal learnings.

Learning Alternative: "Body Talk" Game (available from Psychology Today Reader Service @ $5.95 P.O. Box 700, Del Mar, California 92014)

Indicator: Play the game "Body Talk" with at least 3 other people. When finished, write a one or two paragraph description of what happened and your personal learnings.

Evaluation: Submission of paragraphs.

Title: My Mirror and I

Rationale: "If we are content in everyday life with an awareness of only the words involved in communication, then we must realize that they are only a small part of the message and are not adequate to explain fully what is transpiring in social interaction."

Stanford, G. and Roark, A., Human Interaction in Education, Boston: Allyn and Bacon, 1974, p. 34

Objective: Given an experience designed to increase personal awareness of individual non-verbal behavior, the student will take part in the experience and write a short analysis of personal learnings.

Learning Alternatives: A full-length mirror. The student will spend at least 1 hour in front of a full-length mirror. During that time, s(he) will:

1) experiment with alternative ways of expressing non-verbally anger, tenderness, caring, frustration, etc.

2) take note of non-verbal cues which typically are present in multiple emotional states

3) describe specific parts of his/her body, face, etc., which seem to be giving certain messages.

Indicator: Written notes from experience.

Evaluation: Notes should show that the student has:

1) experimented with many different emotions

2) has described body and facial expressions linked to various feelings, etc.

Module IX, 1E, 4 Modular Credit ____

Title: The Sounds of Silence

Rationale: "Nowhere at the present time is it (non-verbal communication) considered important enough to be included in the basic curriculum of public schools. Yet when humans communicate, as much as eighty percent of the meaning of their messages is derived from non-verbal language."

Thompson, James, Beyond Words, New York: Citation Press, 1973, p. 1

Objective: Given an experience designed to increase personal awareness of individual non-verbal behavior, the student will take part in the experience and write a short critique and analysis of personal learnings.

Learning Alternative: 24 hours of silence- the student will spend a full day without speaking. All communication must be done non-verbally.

Indicator: Short paper describing experience and personal learnings:

Evaluation: Paper should include at least:

1) Personal thoughts on the difficulty of the task,

2) Individual learnings gained,

3) Analysis of easiest and hardest times to operate in the non-verbal mode.

Module IX, 1E, 5 Modular Credit ____

Title: A Deafening Silence

Rationale: We learn to rely too heavily on words and hearing. It cuts us off from so much that is going on. Going without one of our senses for a while generally tends to heighten others which must compensate and make us appreciate its return when the experience is over. Can you spend time in a world of deafening silence?

Objective: Given the opportunity to experiment without one's sense of sound, the student will log the sensacions, perceptions, and learnings of this experience.

Learning Alternative: Wear ear plugs (or any other device to eliminate sound) for at least 6 hours. This should be a time when there will be interpersonal interactions taking place. Log all relevant sensations, perceptions and learnings.

Indicator: Notes from this experience

Evaluation: Some discussion of non-verbal behaviors observed.

Module IX, 1E, 6 Modular Credit ____

Title: Human Relations Development

Rationale: Human relations development may be a spotty process or a concentrated experience centering around the acquisition of interpersonal skills. There are programs, books, etc. designed to help people do this, and teachers should have the opportunity to take part in them.

Objective: Given the book Human Relations Development, the student will read the book and complete all exercises contained in it.

Learning Alternatives: Gazda, George, Human Relations Development, Boston: Allyn and Bacon, 1973

Indicator: Book with exercises completed. Short discussion with instructor as to individual learnings.

Evaluation: None

Module IX, 1P, 1 Modular Credit ____

Title: My Words; My Feelings

Rationale: Active listening demands that the listener identify both the words and the emotions of the speaker. Students must have practice in this if it is to indeed become an ingrained skill.

Objective: Given a list of twenty "typical messages" sent by children, the student will be able to diagnose the feeling(s) conveyed in these messages.

Learning Alternative: Packet # __________ (contains messages)

Indicator: Completed list of messages and feelings diagnosed to be scored by instructor.

Evaluation: The student must achieve a score of at least 50 as determined by scale stated on message sheet.

Packet Materials:

List of messages taken form Gordon's Parent Effectiveness Training book on pages 307-308. Also scoring scale should be on sheet.

Module: IX, 1P, 2 Modular Credit ____

Title: Helping Children Listen

Rationale: Active listening is a skill that can be taught. It is important that we help children attain this skill so that they, too, can engage in effective communication with peers, parents and teachers.

Objectives: The student will create and teach a 30 minute lesson to help children learn the skills of active listening.

Learning Alternatives:

1) Workshop on Listening
2) "The Art of Listening" in Effective Communication: A Tape Guide to Improved Awareness and Self-Expression, Chicago: Argus Communications, Tape Unit # 1.
3) Packet # ____ (same as one for IX, 1C,1)
4) Smith, James A., "Creative Teaching of Listening", in Creative Teaching of the Language Arts in the Elementary School.", Boston: Allyn and Bacon, 1973, pp. 97-130
5) ____

Indicator: Lesson plan and evaluation of session.

Evaluation: Plan will show:

1) an understanding of objectives to be taught,
2) congruence in the theory of active listening
3) an evaluation component which will test student learnings and skill development.

Module IX, 1P, 3 Modular Credit ____

Title: As Others See Me

Rationale: We are often aware of the message we think we are sending non-verbally. What may be less sure in our minds is how others receive those messages. Each of us needs a time to "check out" how we are being perceived by others.

Objective: Given a chance to act out several emotions, thoughts, etc., in front of others, the student will go through this and analyze congruence between the messages sent and those received.

Learning Alternatives:

1. Role-playing session with at least 2 other people.
2. ____

Indicators: The student will show non-verbally at least 20 emotions, messages, etc., in front of peers or instructor.

1. The people viewing these behaviors will indicate in writing
   - a) the "message" they received non-verbally
   - b) what specifically about the body, face, etc., of the person gave the strongest indication of this.
2. The person expressing will write down what message he/she feels is being sent.
3. Discussion held at end to discuss congruence of messages sent and received.

Evaluation: Submission of notes of "actor" and "audience" with notes about final discussion and individual learnings.

Module IX, 1P, 4 Modular Credit____

Title: What Children Don't Say

Rationale: Teachers must be able to observe and record the non-verbal behaviors of children as well as those they can hear. Both are important in diagnosing interpersonal messages, but we tend too often to rely only on what we hear. Perhaps what children don't say is even more important.

Objective: Given 3 elementary children in a classroom, the student will record non-judgementally the non-verbal behaviors of each for at least 30 minutes.

Learning Alternative: Go to an elementary classroom and observe the non-verbal behaviors of 3 children.

Indicator: Observation sheet on each of 3 children.

Evaluation: The observations should show that the student has :

1) described only non-verbal behaviors
2) described the behaviors non-judgementally
3) picked up on body stance, facial expressions, speed of movement, etc.

Module IX, 1P, 5 Modular Credit ____

Title: Describing Emotions and Feelings

Rationale: To be able to communicate effectively, one must be aware of his/her inner emotions and able to describe these accurately. Many people have a difficult time accurately describing their feelings because they do not have a vocabulary adequate to the task. They are stuck with 4 or 5 words which cannot possibly describe the wide range of emotion they feel.

Objective: Given a list of possible alternative words to describe feelings, the student will, following a designated 24 hour period, pinpoint at least 25 of these and be able to define what each means to him/her, and what situation(s) elicited each emotional response.

Learning Alternatives:

Packet # ____, (contains copies of the list) or

Gazda, George, Human Relations Development, Boston: Allyn & Bacon, 1973, pp. 163-166

Indicator: Written definitions of at least 25 emotions felt and the situations(s) in the last 24 hours which brought forth the feeling.

Evaluation: The written material will show that the student has:

1) been aware of his/her diverse emotional responses

2) been able to attach specific meanings to each of the 25 words describing feeling state

3) been able to describe in a relevant manner the situations which elicited the responses.

LIST OF FEELINGS THAT PERSONS HAVE BUT OFTEN FAIL TO IDENTIFY

Abandoned
Adequate
Adamant
Affectionate
Agony
Almighty
Ambivalent
Angry
Annoyed
Anxious
Apathetic
Astounded
Awed

Bad
Beautiful
Betrayed
Bitter
Blissful
Bold
Bored
Brave
Burdened

Calm
Capable
Captivated
Challenged
Charmed
Cheated
Cheerful
Childish
Clever
Combative
Competitive
Condemned
Confused
Conspicuous
Contented
Contrite
Cruel
Crushed
Culpable

Deceitful
Defeated
Delighted
Desirous
Despair
Destructive
Determined
Different
Diffident
Diminished
Discontented
Distracted
Distraught
Disturbed
Dominated
Divided
Dubious

Eager
Exstatic
Electrified
Empty
Enchanted
Energetic
Enervated
Enjoy
Envious
Excited
Evil
Exasperated
Exhausted

Fascinated
Fauning
Fearful
Flustered
Foolish
Frantic
Frustrated
Frightened
Free
Full
Fury

Gay
Glad
Good
Gratified
Greedy
Grief
Groovy
Guilty
Gullable

Happy
Hate
Heavenly
Helpful
Helpless
High
Homesick
Honored
Horrible
Hurt
Hysterical

Ignored
Immortal
Imposed Upon
Impressed
Infatuated
Infuriated
Inspired
Intimidated
Isolated

Jealousy
Joyous
Jumpy
Judged

Kicky
Kind
Keen

Laconic
Lazy
Lecherous
Left out
Licenteous
Lonely
Longing
Loving (love)
Low
Lustful

Mad
Maudlin
Mean
Melancholy
Miserable
Mystical

Naughty
Nervous
Nice
Niggardly
Nutty

Obnoxious
Obsessed
Odd
Opposed
Outraged
Overwhelmed

Pain
Panicked
Parsimonious
Peaceful
Persecuted
Petrified
Pity
Pleasant
Pleased
Precarious
Pressured
Pretty
Prim
Prissy
Proud

Quarrelsome
Queer

Rage
Rupture
Refreshed
Rejected
Relaxed
Relieved
Remorse
Restless
Reverent
Rewarded
Righteous

Sad
Sated
Satisfied
Scared
Screwed up
Servile
Settled
Sexy
Shocked
Silly
Skeptical
Sneaky
Solemn
Sorrowful
Spiteful
Startled
Stingy
Stranged
Stuffed
Stupid
Stunned
Stupefied
Suffering
Sure
Sympathetic

Talkative
Tempted
Tenacious
Tenuous
Tense
Tentative
Terrible
Terrified
Threatened
Tired
Thwarted
Trapped
Troubled

Ugly
Uneasy
Unsettled
Unfaired against

Violent
Vehement
Vital
Vitality
Vulnerable
Vivacious

Wicked
Wonderful
Weepy
Worry
Worried

Zanie

Module IX, 1P, 6 Modular Credit ____

Title: Owning One's Feelings

Rationale: "It takes a certain amount of courage to send 'I-messages', but the rewards are generally worth the risks. It takes courage and inner security for a person to expose his inner feelings in a relationship. The sender of an honest 'I-message' risks becoming known to the other as he really is. He is opening himself up--being "transparently real", revealing his "human-ness."

Gordon, Thomas, Parent Effectiveness Training, New York, Peter H. Wyden, Inc., 1970, p. 119

Objective: Given two sets of exercises designed to test individual competence in sending "I messages", the student will complete both, self-check his/her answers, and provide a one or two paragraph analysis of task achievement.

Learning Alternatives:

1) Packet # ____A (contains exercises)
2) Packet # ____B (contains information for self-check.)

Indicator: Completed exercises with corrections and 1 or 2 paragraph analysis of success in task.

Evaluation:

1) The student should score at least 80% correct on both exercises.
2) If score is less than 80%, the paragraph analysis should show some awareness of why.
3) If score is 80% or more, the paragraph analysis should describe what was the greatest specific understanding that made proficiency possible.

Packet Materials:

1) Packet # ____A- a) Northwest Regional Laboratories, Interpersonal

Communication, Unit 4, Handout 3, p. 80

b) Gordon, Thomas, Parent Effectiveness Training, N.Y., Peter H. Wyden, Inc., 1970, Exercise on page 313-314.

2) Packet # _____B, a) Northwest Regional Laboratories, Interpersonal Communication- Unit 4, Handout 3, pp. 81-85

b) Gordon Thomas, Parent Effectiveness Training, key on page 315.

Module: IX, 1P, 7 Modular Credit _____

Title: Changing Personal Communication Patterns

Rationale: The tendency to externalize individual feelings by blaming others ("you" statements) and the tendency to cloak individual statements in the form of questions ("Are you ready for bed yet?" said the yawning wife) are two well ingrained patterns of communication with many people. To overcome these intrapersonal barriers, students must have enough practice so that they are:

1) aware of their own use of these patterns
2) able to recognize when others are using them, and
3) able to change these patterns for themselves.

Objective: Given several examples of "you-messages" and "cloaked statements", the student will generate alternatives to these modes of communication and complete a work sheet with actual examples of his/her interactions with peers, parents, children, etc.

Learning Alternatives:

1) Work sheet with examples in packet.
2) Competency IX, 1C, 3
3) Schrank, Jeffrey, Teaching Human Beings, Boston: Beacon Press, 1972, pp. 46-51

Indicator: Completed sheets—to be turned into instructor.

Evaluation: The sheets should show the students' understanding of and ability to use "I-statements" as alternatives to "You-statements" and "cloaked statements".

WORK SHEET FOR "I-MESSAGES" and "CLOAKED STATEMENTS"

Below you will see several examples of the "You-statements" we generally send to other people. Also you will see some alternative messages which might be sent to improve communication. Look these over, fill in "I-statements" for #5-8, and then record (in the totally empty spaces) actual examples of your verbal behavior in the next 24-48 hours. If you find yourself using a "you-statement," write it down in the middle column and generate the "I-message" you could have used in the right hand column. If you catch yourself about to us a "you-message", but you change it to an "I-message" in your actual verbal interactions, put down the "I-message. You must fill in all the blanks before you are finished.

SITUATION	"YOU-STATEMENT"	"I-MESSAGE"
1. Children are talking in classroom while teacher is giving lesson.	"Shut up back there. You kids are really rude. Don't you know you shouldn't interrupt?	I'm feeling really frustrated. I think I'm not being heard and I get upset when you talk.
2. Spouse forgets to bring home a specific letter from work which you have been asking to see for a week.	"You really are "sumpthin". I've asked for that letter everyday for a week. You must have a sponge for a memory."	I feel like I'm caught in a bind. I want the letter but I don't want to hurt your feelings. I feel trapped when you don't bring it home.
3. Daughter comes home later than agreed to. Parent still up waiting.	"You don't care whether I have to wait up for you or not. You're really ungrateful."	"I was really worried when you didn't come home. I felt a little scared about what might have happened."

SITUATION	"YOU-STATEMENT"	"I-MESSAGE"
4. One kid hits another on the playground. "Hitter" approaches upon being called.	"You're a bully; you're always picking on other kids. If you don't stop you're goint to be in big trouble."	"I feel upset when I see people get hurt. It makes me feel like I have to be a watchdog all day."
5. Roomate plays records too loud and too long.	"You bastard. Don't you think of anyone but yourself?"	
6. Son returns home for college vacation with beard and moustache. Mother reacts	"Mom--you're always so close-minded. You never let me do what I want."	
7. Person sitting next to you is smoking a cigarette. The smoke keeps getting in your face.	"Don't you know that's pollution. You shouldn't smoke, especially around people who don't."	
8. In a conversation with a friend s(he) can't seem to understand what you're saying, although it's perfectly clear to you.	"Phew; if brains were dynamite you couldn't blow your nose. Can't you understand anything?"	
9.		

SITUATION	"YOU-STATEMENT"	"I-MESSAGE"
10.		
11.		
12.		
13.		
14.		
15.		
16.		

SITUATION	"YOU-STATEMENT"	"I-MESSAGE"
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Module IX, 1P, 8 Modular Credit ____

Title: Diagnosing Teacher Messages

Rationale: Classrooms are fantastically fertile arenas for put-downs of students by teachers, and vice-versa; settings in which seemingly no one takes responsibility for his/her personal emotions. After dealing with intrapersonal skill development, it may be more apparent why and how this is happening.

Objective: Given a teacher in a classroom, the student will record this teacher's verbal interactions with the children in the class and write an analysis of this behavior in reference to relevant areas of interpersonal skills.

Learning Alternatives:

1) Modules IX, 1C, 1
2) Module IX, 1C, 3
3) Goldhammer, Robert, Clinical Supervision, New York: Holt, Rinehart Winston, 1969

Indicator: Transcript of teacher's verbal behavior and written analysis of this behavior.

Evaluation: The analysis should include:

1) specific examples of either good or poor use of active listening or "I-messages."
2) a description of the effect that teacher verbal behavior seemed to produce in the children.
3) suggestions for improving interpersonal classroom environment.

Competency II: Reading Specialists are self-aware, and able to facilitate this development of self-awareness in their students.

Module IX, 2C.1 Modular Credit ____

Title: About Self-Awareness

Rationale: As each of us views the world, our personal universe, we can only act, see, and reason within the boundaries of those things of which we are aware. We view our environments, within which lie the constructs we call "self", and our awareness determines how we behave and the decisions we make. In one sense, all there is is our awareness of self, and the expansion of this awareness is what it means to grow as a human being.

Objective: Given readings on "self-awareness," the student will develop a paper defining and describing the various aspects of this term and its value as an area of study for educators.

Learning Alternatives:

1) Packet # ____
2) Stevens, John O., Awareness, Moab, Utah: Real People Press, 1971.
3) Putney, S. and Putney, G., The Adjusted American, New York: Harper and Row, 1966
4) Shutz, William, Joy, New York: Grove Press, 1967
5) ____________

Indicator: Two to three page paper.

Evaluation: The paper should show that the student

1) can describe various sub-sections of self-awareness.
2) can create a worthwhile definition for this term.
3) can develop a valid argument for or against the development of self-awareness as a major thrust in the education of teachers.

Packet Materials:

1) Jourard, Sidney, "Growing Awareness and the Awareness of Growth," in Ways of Growth, New York: Viking Press, 1968, pp. 1-14

2) Bibliography of other readings:
    a) Jersild, Arthur, In Search of Self, New York: Teachers College Press, 1952
    b) Luft, Joseph, Of Human Interaction, Palo Alto: National Press Book, 1969
    c) Perls, Frits, In and Out of the Garbage Pail, New York: Bantam Books, 1972
    d) Lyons, Harold, Learning to Feel: Feeling to Learn, Columbus, Ohio: Charles E. Merrill, 1971
    e) Weinstein, J. and Fantini, M., Toward Humanistic Education: A Curriculum of Affect, New York: Praeger Press, 1970

Module: IX, 2C, 2 Modular Credit ___

Title: Being Here and Now

Rationale: The idea that "Here and Now" is all that has meaning is a growing theme in self-awareness work and psychological education. The reasoning is that the past is gone, the future is not yet--all that matters is immersing oneself in the here and now. The force of this idea is becoming greater in education and psychology, and teachers should have a good grasp on the significance of this idea.

Objective: Given readings on "The Here and Now", the student will develop a paper defining and describing the concept and explaining implications for living and teaching.

Learning Alternatives:

1) Perls, Fritz, Gestalt Therapy: Verbatim. Lafayette, California: Real People Press, 1969, pp. 1-72.
2) Allport, Gordon: Remember: Be Here Now. New York: Crown Publishing Co., 1971
3) Castillo, Gloria, Left-Handed Teaching: Lessons in Affective Education, New York: Prager Press, 1974, pp. 1-64
4) Perls, Frederick et al., Gestalt Therapy: Excitement and Growth in the Human Personality, New York: Julian, 1951.
5) Stevens, Barry, Don't Push the River, Lafayette, California: Real People Press, 1970

Indicator: 2 - 3 page paper

Evaluation: The paper should show that the student:

1) has an understanding of the concept of "here and now."
2) can discuss its value as a possible personal goal.
3) can describe at least 3 implications related to this concept and teaching.

Module IX, 2P, 1 Modular Credit ____

Title: Body, Body: Who's Got My Body?

Rationale: People have moved out of themselves. They have abandoned, in many ways, the spaceships in which their life journey takes place; their bodies. As one returns to an awareness of the processes, feelings, and behaviors of this unique entity, a wholeness returns which cannot be accomplished when one is "away". Teachers should be able to help children "Keep in touch" and devise curricula to help facilitate body-awareness and sensory-awareness.

Objective: Given materials and resources, the student will designate a group of learners and devise at least 3 one-hour sessions focusing on body/sensory awareness.

Learning Alternatives:

1) Gunther, Bernard, *What to do til the Messiah Comes*, New York: Collier Books, 1971.
2) Castillo, Gloria: *Left-Handed Teaching*, New York: Praeger Publishers, 1974, especially Chapter 2.
3) Shutz, William, *Joy*, New York: Grove Press, 1967, especially Chapter 2, "The Body".
4) Schrank, Jeffrey, *Teaching Human Beings*, Boston: Beacon Press, 1972, Chapter 1, "Sense Education".
5) Workshop on designing sense-awareness experiences.
6) Talk to Physical Education people about body movement.
7) Take a course in creative dramatics.
8) ____

Indicator: Session plans for 3-one hour sessions.

Evaluation: The plans should show that the student:

1) can focus experiences around an objective or goal.

2) can create sessions which have a flow and progression of experiences which complement each other and

3) can gear experiences to population designated.

Module: IX, 2P, 2 Modular Credit _____

Title: Body, Body: I've Got My Body!

Rationale: (same as IX, 2P, 1)

Objective: Given the session plans generated in Module IX, 2P, 1, the student will facilitate 2 or three of the sessions created with an appropriate group of learners.

Learning Alternatives: (See IX, 2P, 1)

Indicator: A short evaluation of the sessions with selected evaluations from the group of learners.

Evaluation: The evaluation should:

1) describe strengths and weaknesses of the sessions,
2) include learner comments,
3) describe changes that would be made if sessions were to be repeated.

Module: IX, 2P, 3 Modular Credit ____

Title: My Touch of Sense

Rationale: "Becoming comfortable with touch requires patience and awareness. Experience what your attitudes are, how you touch, what your feelings are. Slowly, if you desire, you can change these reactions and allow yourself to enjoy touching, not only others, but the floor, yourself, paper. food, trees, animals, flowers, life."

Gunther, Bernard
Sense Relaxation: Toronto: Culler-Macmillan, 1968, p. 113

Objective: The student will become aware of his attitudes toward touching, his abilities to touch, and his actual touching behavior by logging touching behavior

Learning Alternatives:

1) Two or three days in the student's life. During that time s(he) will keep an accurate record of behavior, reactions, and feelings about touching others. During the first day, s(he) will touch no one, and the second day, s(he) will attempt to touch each person s(he) communicates with.
2) ______________

Indicator: Record of behavior, reactions and feelings with a general evaluation by the student.

Evaluation: The evaluation should cover at least three areas:

1) diagnosed personal attitudes about touching others.
2) description of others' reactions when touched.
3) description of students' feelings when touching accompanied communication.

Module: IX, 2P, 4 Modular Credit _____

Title: Learn to Smell Well

Rationale: "People are like elephants in their reactions (to smell) except they are less fussy. They will retreat from any smell from another human, holding their breath and thinking B.O.. Our culture seems to tend towards eliminating smells rather than teaching their enjoyment."

Schrank, Jeffrey, Teaching Human Beings,
Boston: Beacon Press, 1973, p. 15

Objective: The student will be able to develop and implement at least 3 experiences with learners which will focus on the sense of smell and provide opportunities for experimenting with it.

Learning Alternatives:

1) Packet # _____
2) De Mille, Richard, Put Your Mother on the Ceiling, New York: The Viking Press, 1955
3) A spice factory, a flower, a bakery, an old sock.
4) __________

Indicator: Short session plans to be submitted and short discussion of session(s) with learners with instructor.

Evaluation: Discussion should focus on the effectiveness of the session(s) and what could be improved if it/they were re-done.

Packet Materials:

1) Schrank, Jeffrey, Teaching Human Beings, Boston: Beacon Press, 1973, pp. 15-17.
2) Otto, Herbert, "Sensory Awakening Through Smell, Touch and Taste" in Ways of Growth, by Otto, Herbert and Mann, John, New York: Viking Press, 1968, pp. 49-59.

Module: IX, 2P, 5 Modular Credit ____

Title: And It Does Belong in a Classroom

Rationale: Exercise and programs that facilitate awareness or turn students on to themselves are "fine" with so many people, but somehow they don't make it into real classrooms. You know, there's too much need to teach "r-controlled vowels" or "the seven major exports of Upper Volta" to squeeze them in. We should be squeezing in Upper Volta and taking the time to help kids deal with themselves, their peers, and their environment.

Objective: Given some examples of already created activities for classroom use, the student will choose several and facilitate two classroom experiences which focus on the self and self-awareness.

Learning Alternatives:

1) See packet.
2) Youth Tutoring Youth Program—(available from National Commission on Resources for Youth, Inc., 36 West 44th St., N.Y., N.Y., 10036)
3) Castillo, Gloria, Left-Handed Teaching, New York: Praeger Publishers, 1974
4) Greer, M., and Rubinstein, B., Will the Real Teacher Please Stand Up, Pacific Palisades, California: Goodyear Publishing Co., 1972
5) Workshop with exercises and discussion of this module.
6) ________

Packet Materials:

1) Valett, Robert, Affective-Humanistic Education, Belmont, California: Fearon Publishers, 1974, pp. 71-78

Module IX, 2E, 1 Modular Credit _____

Title: Relax!

Rationale: Tension does not come
from outside you
it is something that you produce.
Excessive tension
is a non-verbal message
from you body
asking you
to become more receptive
permissive, to let go
and relax.
RELAX

Gunther, Bernard, Sense Relaxation,
Toronto: The Macmillan Co., 1969, p. 3

Objective: Given relaxation exercises, the student will participate in them with at least one other person.

Learning Alternatives:

1) Gunther, Bernard, Sense Relaxation, Toronto: The Macmillan Co., 1969 pp. 10-15
2) Gunther, Bernard, "Sensory Awakening and Relaxation" in Ways of Growth, Otto, Herbert and Mann, John, New York: Viking Press, 1969, pp. 62-67
3) __________

Indicator: Individual self-report with optimal written evaluation of the experiences.

Evaluation: None

Module: IX, 2E, 2 Modular Credit ____

Title: Trancendental Meditation

Rationale: (use the current symbol which represents T.M.)

Objective: Given a lecture/program on Trancendental Meditation, the student will attend and participate fully.

Learning Alternatives: See bulletin board and school newspaper for sessions to be given in this area.

Indicator: 1 or 2 paragraph description of Trancendental Meditation theory and individual learnings from the session.

Evaluation: None.

Module: IX, 2E, 3 Modular Credit ____

Title: To See or Not To See

Rationale: We have a fantastic dependence on our sense of sight, but there is so much we do not see. To increase our powers of sight, we can either see more or see less, either use all the powers we have to focus and see; or, cut off our sight, be blind, and find out what we are missing. Either way, we are likely to find that what we have looked at have not seen.

Objective: Given a list of twenty things that most people see frequently, the student will attempt to answer questions about each one.

Learning Alternatives:

1) List in packet # ____

2) ____________

Indicator: Completed list with student evaluation of learnings.

Evaluation: Discussion with at least two other people who have tried the list about what they learned.

20 Things We See Everyday

Without looking, see if you can answer the following questions, (A-space); then look and answer them again, (B-space).

1. What color are your best friend's eyes? (A) ________
(B) ________

2. Who is the director your favorite T.V. show? (A) ________
(B) ________

3. How many slices are there in an average orange? (A) ________
(B) ________

4. Which has longer nails, your right hand or your left? (A) ________
(B) ________

5. Are "Q" and "S" on the same number on a telephone? (A) ________
(B) ________

6. What color is your toothbrush? (A) ________
(B) ________

7. What kind of trees are in your area right now?
(A) ____________
(B) ____________

8. What was the first question on this list?
(A) ____________
(B) ____________

9. Is there a key for "¼" on the typewriter you use?
(A) ____________
(B) ____________

10. What book is farthest to the left on your bookshelf?
(A) ____________
(B) ____________

11. Who is on a $5.00 bill?
(A) ____________
(B) ____________

12. Describe the pattern, texture, or design of the ceiling in the room you are in right now?
(A) ____________
(B) ____________

13. How many stairs are there to the floor above you or below you?
(A) ____________
(B) ____________

14. What color shirt or blouse was the last person you talked to wearing?
(A) ____________
(B) ____________

15. In your closet, what color of clothing do you have most of? How many things are that color?
(A) ____________
(B) ____________

16. What's the last thing you wrote on your calendar?
(A) ____________
(B) ____________

17. What brand is the pen or pencil you are using right
(A) ____________
(B) ____________

18. Think about your wallet. What is the first thing you will see when you open it?
(A) ____________
(B) ____________

19. What color is the doorknob on your dorm, house, or apartment?
(A) ____________
(B) ____________

20. What is the full name of the man or woman your college library is named after?
(A) ____________
(B) ____________

Module: IX, 2E, 4 Modular Credit ________

Title: Walking Blind

Rationale: I can't see any reason for it!

Objective: Given a blind-fold, the student will spend at least one hour without vision.

Learning Alternatives:

1) Spend this time while there is a need for movement and interaction.

2) ________

Indicator: The student will share learnings with at least one other person and compare reactions in one or two paragraphs.

Evaluation: None in sight!

Module: IX, 2E, 5 Modular Credit ____

Title: Making Sense

Rationale: "Sense Awakening is a process of re-sensitizing the body to heightened aliveness, being, contact. To become more conscious of the rich potentiality within. To redistribute consciousness more easily over the entire organism."

Gunther, Bernard,
Sense Relaxation, Toronto: The Macmilian Co., 1969, p. 69

Objective: Given two books with exercises designed to heighten sense awareness, the student will, with at least 2 other people, participate in at least 10 exercises and be able to evaluate the experiences.

Learning Alternatives:

1) Gunther, Bernard, Sense Relaxation, Toronto: The Macmillan Co., 1969
2) Gunther, Bernard, What To Do Till The Messiah Comes, New York: Collier Books, 1971
3) ____________

Indicator: Listing of selected experiences and short evaluation of total session.

Evaluation: Evaluation should include:

1) individual feelings about participation in experiences,
2) an evaluation of the session.

Module: IX, 2E, 6 Modular Credit ____

Title: "Orange You Going to Touch Me?"

Rationale: "Our mentalized sense of touch at one and the same time helps us to be aware of our in-touch-ness and at-one-ness with all persons and with all being..."

> Otto, Herbert,
> "Sensory Awakening Through Smell, Touch, and Taste", in Ways of Growth,
> by Otto, Herbert and Mann, John, New York: Viking Press, 1968, p. 57

Objective: Given an experience designed to increase one's sense of touch-awareness, the student (with a group) will participate and share feeling and thoughts.

Learning Alternatives:

1. One person acting as group leader doing exercise on pp. 11-12, from Jeffrey Shrank's book, Teaching Human Beings, (use orange or potato).
2. ____

Indicator: Participation in experience and discussion.

Evaluation: None.

Module: IX, 2E, 7 Modular Credit ____

Title: The Luscher Color Test

Rationale: Many instruments and processes are available to help us become aware of who we are and how we feel. We can help ourselves look somewhat "objectively" at "where we're at," and perhaps use some of this knowledge to further our personal goals.

Objective: Given a test designed to evaluate personality features, the student will take the test and evaluate the results.

Learning Alternatives:

1) Test (pp. 1-2) and rest of book describing evaluation procedure: Scott, Ian, The Luscher Color Test, New York: Pocket Books, 1971
2) ____________

Indicator: Short paper stating individual reaction to test, test results, and evaluative analysis.

Evaluation: None

Module: IX, 2E, 8 Modular Credit ____

Title: Personal Issues

Rationale: See IX, 2E, 7

Objective: Given an inventory of issues concerning self, the student will take the inventory and evaluate learnings gained.

Learning Alternatives:

1) "Self-Understanding Inventory" and analysis on pages 149-161 of Jersild, Arthur, *When Teachers Face Themselves*, New York: Teachers College Press, 1955. (might be included in a packet)

2) ________

Indicator: Evaluation of learnings in any relevant form.

Evaluation: None

Module: IX, 2E, 9 Modular Credit ____

Title: Deciphering the Clues of Habit and Choice

Rationale: Being aware of the significance of our habits and choices is one avenue to greater self-awareness. There are meanings which can be attached to what we do that can give greater insight into the selves we are.

Objective: Given a book describing how life-style habits and choices reveal personality traits, the student will read the book and evaluate content validity and ramifications in his/her life.

Learning Alternatives:

1) Rosenbaum, Jean, Is Your Volkswagon a Sex Symbol?, New York: Hawthorn Books, 1972

2) ____________

Indicator: A letter to be written and sent to the author about the book, its point of view and its content. (Copy to be turned in to instructor.)

Evaluation: Letter should include some personal insights about the student's life-style and any learnings gained.

Module: IX, 2E, 10 Modular Credit ____

Title: Sensitivity Modules

Rationale: There are many experiences which are interesting to go through merely for the sake of increased personal sensitivity and awareness. Below are listed several which one might choose to do, all the while focusing on the awareness one is gaining about oneself. They are brief in description, and should be modified around individual needs.

Objective: Given "sensitivity modules", the student will take part in these experiences and evaluate each.

Learning Alternatives:

1) Walk around, sit around, etc. totally naked for three hours. Write a poem about the experience.
2) Create a self-collage. Use any form or materials that you feel help you show yourself. Show it to some friends and get their feedback.
3) Keep a dream notebook for one month. Write down all your dreams that you remember.
4) Break into a pay toilet without paying. Contribute the dime to charity.
5) Go see an "X" rated movie if you've never seen one. Write a review.
6) Scream at the top of your lungs for 15 seconds- Record your voice and play it back for a friend.
7) Play the "Ungame-Tell-It-Like-It-Is", (available at $7.95, from Kimm Co., Division of Manson Western, 12031 Wilshire Blvd., L.A., California 90025.) Make up 2 more cards for the game.
8) Make up your own--(have them ok'd with instructor for credit.)

Indicator: Only as stated.

Evaluation: None

Module: IX, 2E, 11 Modular Credit ____

Title: Real Teacher

Rationale: It's neat to read neat stuff!

Objective: The student will read a neat book!

Learning Alternatives:

1) Greer, M., and Rubinstein, B., Will The Real Teacher Please Stand Up?, Pacific Palisades, California: Goodyear Publishing Co., 1972

2) ____________

Indicator: Upon completion of the book, the student will stand up.

Evaluation: Back Straight, Belly In, Chest Out

Module IX, 2E, 12 **Modular Credit** _____

Title: Self-Awareness Through Group Participation

Rationale: There are various techniques and methods of heightening awareness. T-groups, Women's Awareness Training, Encounter Groups, etc. Teachers can profit a great deal from participating in these and using the knowledge gained to help them toward greater personal congruence, greater empathy for children, and greater awareness of their personal universes.

Objective: Given an extended group experience totally or partially geared around expanded awareness, the student will participate fully and discuss learnings with peers and/or instructor.

Learning Alternatives:

1) Because of differences in the availability and types of group experiences, the student will have to watch paper, bulletin boards, etc. for one(s) that s(he) is interested in.

2) ____________

Indicator: Full participation and discussion with peers and/or instructor about feelings and learnings gained.

Module: IX, 2E, 13 Modular Credit _____

Title: Mapping Out My Life

Rationale: A map is a good thing to use if you know where you want to go, but you're not sure how to get there.

Objective: Given an exercise to increase students awareness of the patterns, major issues, influences, and barriers in their lives, the student will take part in the exercise and share learnings with a group.

Learning Alternatives:

1) The student will draw a map of his/her life on a piece of paper at least 2' x 3'. (See page 29 of Will The Real Teacher Please Stand Up?, Mod. IX, 2E, 11)

2) ___________

Indicator: Completed map--group discussion.

Evaluation: The map should include at least:

1) rough "roads",
2) barriers,
3) dead ends,
4) super highways,
5) beautiful places visited,
6) where s(he) wants to go and how to get there.

Module: IX, 2E, 14 Modular Credit ____

Title: Influences in My Life

Rationale: The following two modules are designed to help students become aware of major patterns and influences in their lives. We are all products of our interactions with ourselves, our world, and others, and only as we get a grasp on the scope of influence that others have had on us can we begin to use this information for personal growth toward the selves we want to be.

Objective: Given the task of writing an autobiography, the student will do so, concentrating on the major patterns and influences that have shaped his/her life to date.

Learning Alternatives:

1) Self-analysis
2) ___________

Indicator: 3-5 page autobiography.

Evaluation: The autobiography should be more than just a surface analysis, and should include material that shows some thought and insight. The student may choose who will evaluate his/her paper.

Module: IX, 2E, 15 Modular Credit ____

Title: People Who Need People

Rationale: (See IX, 2E, 14)

Objective: Given experiences designed to increase awareness of the major patterns and influences in one's life, the student will take part in these and follow up by communicating with some of the people who have had great influence.

Learning Alternatives:

1) Packet ____
2) Workshop on influences and patterns
3) ________

Indicator: Completed exercises and letters written to 3 of the people whose names appear on the list of five on page 46 of the exercises.

Evaluation: Exercises completed. The letters need not be evaluated, merely a student statement that they have been sent.

Packet Materials:

1) Hawley, Robert, et al., Composition for Personal Growth: Values Clarification Through Writing, New York: Hart Publishers, 1973, pp. 44-49
2) (A workshop could be constructed from the same materials plus exercises on pages 42 and 43.)

Competency 3: Reading Specialists possess a strong self-concept and are able to facilitate the development of a strong self-concept in their students.

Module: IX, 3C, 1 Modular Credit ____

Title: What is Self-Concept?

Rationale: "The most important single factor affecting behavior is the self-concept. What people do at every moment of their lives is a product of how they see themselves and the situations they are in. While situations may change from moment to moment or place to place, the beliefs that people have about themselves are always present factors in determining their behavior."

Combs, A., Avila, D., and Purkey, W., *Helping Relationships*, Boston: Allyn and Bacon, 1971, p. 39

Objective: Given information on the nature, origins and functions of the self-concept, the student will develop a paper synthesizing this information into a meaningful description and definition of self-concept and its role in human behavior.

Learning Alternatives:

1. Branden, Nathaniel, *The Psychology of Self-Esteem*, New York: Bantam Books, 1969
2. Yamamoto, Kaoru, *The Child and His Image*, Boston: Houghton Mifflin, 1972
3. Fleker, Donald, *Building Positive Self-Concepts*, Minneapolis, Minn.: Burgess Publishing Co., 1974
4. Snygg, Donald and Combs, Arthur, *Individual Behavior*, New York: Harper and Brothers, 1949

5. See the movie "Reality of Success" with W. Glasser, (available through Dave Bell Assoc., Media Five, Hollywood, California, 1972)
6. Write the Barksdale Foundation, P.O. Box 187, Idyllwild, California, 92349, for their free materials on self-concept and self-esteem development.
7. Wylie, Ruth, The Self Concept, Lincoln: University of Nebraska Press, 1961
8. Packet # ____.
9. __________

Packet Contains:

1. Hamachek, Donald, "Self-Concept as Related to Motivation and Learning" in Education for Affective Achievement, ed. by Robert Strom and Paul Torrence, New York: Rand Mc Nally and Co., 1973, pp. 262-267
2. Lowe, C. M., "The Self-Concept: Fact or Artifact?" Psychological Bulletin, 1969, V. 58, pp. 325-336
3. Mc Neil, Elton, The Psychology of Being Human, New York: Canfield Press, 1974, pp. 105-107

Indicator: 3-4 page paper

Evaluation: Paper should show that the student can:

1. define and describe various components of self-concept.
2. describe some of the forces which determine self-concept.
3. contrast at least 2 points of view expressed in the literature.

Module IX, 3C, 2 Modular Credit ______

Title: Self-Concept and Learning (to Read)

Rationale: Self-concept has much to do with a student's ability to cope in a school situation and to succeed academically in this setting. Self-concept measures are often more accurate predictors of success in reading, for example, than measures of intelligence. Teachers should be aware of the tremendous necessity of dealing with self-concept as an integral part of reading instruction.

Objective: Given literature on the relationships between self-concept and academic achievement, the student will develop a paper describing these relationships and citing references used.

Learning Alternatives:

1. Purkey, W.W., Self-Concept and School Achievement, Englewood Cliffs, New Jersey: Prentice-Hall, 1970
2. Thatcher, David A., Teaching, Loving and Self-Directed Learning, Pacific Palisades, California: Goodyear Publishing Co., 1973
3. Felker, Donald, Building Positive Self-Concepts, Minneapolis, Minn.: Burgess Publishing Co., 1974
4. Talk with a classroom teacher or remedial reading teacher about his/her experiences with self-concept and academic achievement.
5. Packet # ____
6. ________

Packet Contains:

1. Hamachek, Donald, "Self-Concept as Related to Motivation and Learning," in Education for Affective Achievement, ed. by Robert Strom and Paul Torrence, New York: Rand Mc Nally and Co., 1973, pp. 262-267
2. Combs, C. F., "Perception and Self: Scholastic Underachievement in the Academically Capable," Personnel and Guidance Journal, V. 43, 1964, pp. 47-51

3. Brookover, W. B., et.al., "Self-Concept of Ability and School Achievement," Sociology of Education, 1964, V. 37, pp. 271-278

4. Wallenberg, William and Clifford, Clare, "Relations of Self-Concept to Beginning Achievement in Reading," Child Development, June, 1964, V. 35, pp. 461-467

5. Herbert, D. J., "Reading Comprehension as a Function of Self-Concept," Perceptual and Motor Skills, 1969, V. 27, p. 78

Indicator: 2-3 page paper

Evaluation: The paper should show that the student can:

1. describe the relationship between self-concept and school achievement
2. cite examples pertaining specifically to reading
3. evaluate how well this knowledge is being operationalized in a particular school.

Module IX, 3C, 3

Title: Building Self-Concepts in the Classroom

Rationale: "The Self-Concept is a dynamic circular force in human lives. Every human is vitally influenced by those around him. The people who are important to him influence what he thinks of himself. The experiences which an individual has everyday indicate to him that he is competent or incompetent, good or bad, worthy or unworthy."

Felker, Donald, Building Positive Self-Concepts, Minneapolis, Minn.: Burgess Publishing Co., 1974, p. 6

If this is true, then teachers (who help provide these "everyday experiences") should be aware of and able to use methods and procedures which will develop students' self-concepts so they are strong and positive.

Objective: Given information on procedures and methods for self-concept development, the student will outline and discuss possible classroom activities to facilitate positive self-concepts.

Learning Alternatives:

1. Glasser, William, Schools Without Failure, New York: Harper and Row, 1969.
2. Gambrell, L. and Wilson, R., Focusing on the Strengths of Children, Belmont, California: Fearon Publishiers, 1973
3. Felker, Donald, Building Positive Self-Concepts, Minneapolis, Minn.: Burgess Publishing Co., 1974
4. Valette, Robert E., Affective-Humanistic Education, Belmont, California: Fearon Publishers, 1974
5. Borton, Terry, Reach, Touch and Teach,: New York, Mc Graw-Hill, 1970
6. Castillo, Gloria, Left-Handed Teaching: Lessons in Affective Education, New York, Praeger Publishers, 1974

7. Talk with a teacher about activities, etc. s(he) uses to enhance self-concept development.

8. ____________________

Indicator: Outline of a classroom program including specific activities and procedures with a narrative discussion of why activities, etc. were chosen and how they might be implemented.

Evaluation: The outline and narrative should show that the student can:

a) describe activities or programmatic ingredients for building positive self-concepts.

b) describe how these activities or ingredients will accomplish the above goal.

c) create both short-term and long-term methods and procedures.

Module: IX, 3P, 1 Modular Credit _____

Title: One Success Leads to Another

Rationale: Teachers should be able to create activities for specific children which, in line with their needs, will develop feelings of success. Too often we give children tasks at which we know they will fail while we should be instilling feelings of competence and success.

Objective: Given a group of five children, the student will be able to design at least 3 different activities for each child at which he can meaningfully succeed and which will enhance feelings of competence.

Learning Alternatives:

1. Individual diagnoses of children and their strengths.
2. Workshop on "Creating Success Experiences"
3. Gambrell, L., and Wilson, R., Focusing on the Strengths of Children, Belmont, California, Fearon Publishers, 1973
4. "Youth Tutoring Youth" Program available from National Commission on Resources for Youth, 36 W. 44th St., New York, N.Y., 10036
5. See packet.
6. _______

Packet Contents:

1. Carlton, L., and Moore, R., Reading, Self-Directed Dramatization and Self-Concept, Columbus, Ohio: Charles E. Merrill, 1968, pp. 25-29
2. Hopkins, Lee Bennet, "Who Are They?—Who Am I?", in Let Them Be Themselves, New York: Citation Press, 1974, pp. 1-25
3. Long, Barbara Ellis, "Who Am I?", Grade Teacher, September 1971, pp. 119-121
4. Long, Barbara Ellis, "More About Us", Grade Teacher, October, 1971, pp. 20-25

Indicator: Listing of children and their strengths.

2. Short description of why activities were chosen

3. Short description of the activities.

Evaluation:

The activities should make sense in a classroom setting and be meaningful enough so they promote confidence and competence feelings.

Module IX, 3P, 2 Modular Credit _____

Title: And Another, And Another, And Another

Rationale: See IX, 3P, 1

Objective: Given the activities created for module IX, 3P, 1: the student will use at least 9 of these with the children described.

Learning Alternatives: None

Indicator: Short evaluation of how experiences went.

Evaluation: The evaluation should show that the student can:

1) evaluate the sucess of the experiences in terms of student feelings and self-concept development;
2) describe what changes would be made if the experiences were to be repeated.

Module IX, 3P, 3 Modular Credit ____

Title: "Formal" Measures of Self-Concept

Rationale: Teachers are so often concerned merely with student cognitive development that they rarely take into account measures of student affective growth. There are some formalized measures of self-concept available, and teachers should be aware of what they are and how to use them.

Objective: Given a selection of "formal" self-concept measures, the student will preview at least 5, and choose one of these to use with a group of learners.

Learning Alternatives:

1. "My Self Checklist", Fearon Publishers, 6 Davis Drive, Belmont, California 94002
2. Hodgkiss, Eleanor, "Hodgkiss Self-Concept Scale for Children", 1969, available from author at 25750 Melibee Drive, Westlake, Ohio)
3. Machover, Karen, "Drawing of the Human Figure: A Method of Personality Investigation", An Introduction to Projective Techniques, eds., Harold Anderson and Gladys Anderson, Englewood Cliffs, N.J., Prentice Hall, 1951, pp. 341-369
4. Other tests as economically feasible. These can be found in: Beatty, Walcott H., ed., Improving Educational Assessment and An Inventory of Measures of Affective Behavior, Washington, D. C., ASCD (1201 16th St., N.W., Washington, D. C. 20036) 1969, pp. 143-148

Indicator: Written evaluation of 5 tests chosen for previewing; a description of why the one was chosen for use, and the test and results from use with learners.

Evaluation: The evaluation of the tests should show that the student can verbalize criteria used in test selection. The results of administration should show some student effort at interpretation of test results.

Module IX, 3P, 4 Modular Credit _____

Title: Informal Measures of Self-Concept

Rationale: Realistic day-to-day classroom interaction demands that teachers cannot rely solely on formal measures of student affective growth. Teachers must create and use their own inventories, measures, or indications to diagnose student self-concept development. These can take the form of sentence completion, drawings, verbal statements, etc., but teachers should be able to develop some measures that are relevant to their students and themselves.

Objective: Given information on informal assessment of self-concept, the student will create at least 2 informal measures for classroom use, and administer at least one of them to a group or groups of learners.

Learning Alternatives:

1. Bourisseau, Whitfield, "To Fathom the Self: Appraisal in School," in Yamamoto, Kaoru, The Child and His Image, New York: Houghton Mifflin Co., 1972, pp. 80-120
2.. Workshop on "Creating Informal Measures of Self-Concept."
3. Packet # _____ (same as IX, 3P, 3)
4. _______________

Indicator:

1. Two different informal self-concept measures. (These may be presented as either the actual measure of a description of the process to be used.)
2. Results and interpretation of the one measure used with the group or groups.

Evaluation: The measures should show that the student can:

1. create informal devices or processes for classroom use.
2. adopt measures in line with student population.
3. evaluate success of the measures after using it with a group of learners.

Module IX, 3E, 1 Modular Credit _____

Title: All My Worthly Possessions

Rationale: To enhance the success feelings of others, the teachers must first be aware of their own symbols of success and what conditions have fostered this feeling.

Objective: Given an opportunity to diagnose personal success symbols, the student will describe what these are, why they have led to feelings of success, and what conditions fostered that feeling.

Learning Alternatives:

1. Your room and objects, pictures, etc., in it.
2. Your wallet and pictures, etc., in it.

Indicator: The student will bring to a discussion group at least 5 things, pictures, etc. which s(he) feels are symbols of personal sucesses. These will be shared and discussed with the group.

Evaluation: The discussion should show that the student can:

1) identify success symbols
2) describe why they symbolize personal successes
3) describe conditions which contributed to these feelings.

Module IX, 3E, 2 Modular Credit ____

Title: The Adjusted American

Rationale: A really far out book!

Objective: Given the book, The Adjusted American, the student will read it and discuss learnings with a group of peers who have also read it.

Learning Alternatives: Putney, Snell, and Putney, Gail, The Adjusted American, New York: Harper and Row, 1964

Indicator: Participation in discussion group.

Evaluation: None

Module IX, 3E, 3 Modular Credit ____

Title: Letter of Recommendation

Rationale: At least once in your career you will have to ask someone for a written recommendation to go into a placement file, job application, etc.. Most of us are not aware of what this really entails, how difficult it really is to describe strengths, weaknesses, etc. of another person. Nor, for the most part, are we aware of how we might complete this task for ourselves.

Objective: Given a facsimile recommendation form, the student will complete a recommendation on him/herself from a 3rd person point of view.

Learning Alternatives: Facsimile form in packet # ____

Indicator: Completed form with at least a 2 page narrative.

Evaluation: The recommendation of the student should:

1. focus on strengths and weaknesses
2. show some depth of thought
3. state specifics to back up stated generalities.

UNIVERSITY OF SELF PERCEPTIONS

RECOMMENDATION FORM

NAME (First)	**(Middle or Maiden)**	**(Last)**	**Student ID No.**
Degree (to be) Earned	**Date (to be) Conferred**	**Major Area(s) of Preparation**	**Social Security No.**

TO BE COMPLETED BY THE REFERENCE:

CHECK ONE

THIS RECOMMENDATION HAS NOT BEEN SHOWN TO THE CANDIDATE AND IS TO REMAIN **CONFIDENTIAL**

THIS RECOMMENDATION HAS BEEN SHARED WITH THE CANDIDATE AND IS **NON-CONFIDENTIAL**
(NOTE: Writer may give copy of non-confidential recommendation to candidate; no copies will be given by CP&PS.)

How long have you known the Candidate? **In what capacity?**

RECOMMENDATION STATEMENT (to be continued on a separate sheet)

Name (Please Type)	**Title/Position**
Firm/Business/Institution and Address	
Date	**Signature**

Module IX, 3E, 4 **Modular Credit** _____

Title: Picture This

Rationale: What You See is What You Get!

Objective: Given a recent picture of him/herself, the student will use it as a basis for diagnosing self-descriptions.

Learning Alternatives:

1. A photograph of yourself taken within the last year.
2. _____

Indicator: Written description (using picture as a basis) of the several sub-selves you are aware of.

Evaluation: The students description should be linked to the picture when possible and include:

1. Physical self (describe your present body build, size, poise, general health, appearance and strength)
2. Social self (describe your social personality, interests, status, social acceptance, interpersonal relations, and significant social achievements)
3. Psychological self (describe your real feelings about your strengths and weaknesses, your disposition and temperment, will, motivation, life interests and values.)
4. Ideal self (describe goals, aspirations, ideals, achievement orientations and the kind of person you would like to become.)

Evaluative items 1-4 taken from: Valett, Robert E., Affective-Humanistic Education, Belmont, California: Fearon Publishers, 1974, p. 121

Module IX, 3E, 5 Modular Credit _____

Title: Getting "It" Together

Rationale: People should have the opportunity to become aware of their concepts about their physical selves--what they are proud of, worried about, etc., How we see ourselves physically has a lot to do with how we see others seeing us, and how we see ourselves.

Objective: Given a group of at least 4 people, the student will take part in an exercise designed to elicit self-concepts about his/her body.

Learning Alternatives:

1. The group of four will draw an imaginary person. The person will be made up of a mixture of the physical characteristics of each of the group members, and all members must agree on whose body part is drawn on the picture (also each part must be voted on separately). The parts should be very specific-(eyelashes, nose, shoulders, feet, hair, ears, teeth, etc.) and you must also decide which sex s(he) is, how old, etc. Also, give "it" a name.
2. _________

Indicator: Completed drawing with parts labeled as to group member and the following completed questions:

1. What parts of your body were you glad were chosen? Why?
2. What parts of your body were you surprised were chosen? Why?
3. What parts of your body do you wish had to be chosen? Why?
4. How do you feel about your body right now?
5. What name would you have given the "person"?

Evaluation: None except completion of exercise.

Module IX, 3E, 6 Modular Credit _____

Title: The Self I See

Rationale: People should be given a chance to explore how they feel about themselves before asking others to do the same. An informal check may make personal self-concepts more clear.

Objective: Given a) a list of imcomplete sentences around the theme of self-concept, and

b) a self-esteem inventory,

the student will complete both and share these lists with a suitable person (friend, guidance counselor, instructor) for an outside interpretation.

Learning Alternatives:

1. Packet # _____
2. ________

Indicator: Completed lists and short narrative summary of interpretation session.

Evaluation: None except what is stated above.

INCOMPLETE SENTENCE INVENTORY

1. If I were a flower, I would be .....
2. I'm most "at home" when...
3. My favorite nickname others have given me is...
4. I'm at my best when...
5. I wish my mother would...
6. I wish people knew how good I am at...
7. If I were an animal, I would be ...
8. I know I'll never be good at...
9. I wish...
10. I hope no one finds out...
11. When I walk into a room of strangers, I feel...
12. I'm happy when...
13. Ten years from now, I'll...
14. If I were a food, I would be...
15. If I could give myself a nickname, it would be...
16. Teachers treat me...
17. My best friend likes me mostly because...
18. I'm at my worst when...
19. I don't know why I...
20. I'm really very good at...
21. If I were a State of the Union, I would be...
22. A biography of my life would probably be called...
23. I would rather...
24. All of my friends are...
25. I find it really rewarding when...
26. I wish my family...
27. When I look in the mirror...
28. At home I...

29. When I look at other people my own age, I...

30. My secret desire is...

Module IX, 3E, 7 Modular Credit ____

Title: Mirror, Mirror on the Wall

Rationale: "It is not possible to expurgate unwanted capacities from the self by denying that they exist. Yet it is normal to try and do so, to attempt to achieve self-acceptance through a process of self-deceit which we shall term alienation.

Objective: Given an opportunity to look at self-characteristics that may be alienated, the student will assess what these may be and personal feelings about these.

Learning Alternatives:

1. A self-generated list of 8-10 people who have characteristics or traits which are hated or tremendously disliked.
2. Chapter 4 of the Adjusted American, by Snell Putney and Gail Putney (Harper and Row, New York, 1964)
3. ____________

Indicator:

1. Evaluation of list and feelings and thoughts in the light of information in Chapter 4 of The Adjusted American.
2. Completed list.

Evaluation: The narrative should show some insight into ramifications of this task and learnings generated on the self-concept and self-awareness of the student.

Competency 4: Reading Specialists are cognizant of and responsive to the inevitability of their own deaths and those of others.

Module: IX, 4C, 1 Modular Credit ____

Title: Death and Dying

Rationale: Americans, especially, do not deal with the concepts, realities and processes of death. For the most part, they regard the subject as a taboo—not to be brought up in front of old people or young children, and probably not among peers. They avoid in any way they can the inevitability of this experience. If only for the sake of awareness, but more probably with resulting individual growth, reading specialists should deal with this topic at both an intellectual and emotional level. Death is an experience we all share, and we need to know ourselves and help our children discover the fears and realities of this process.

Objective: Given resources on the topic of death, the student will use several of these and develop a paper on current views toward death, the dying process, and the value of death study.

Learning Alternatives:

1) See packet.
2) Discussion with undertaker, surgeon or other suitable professional.
3) Neale, Robert E., The Art of Dying, New York: Harper and Row, 1973

4. Kubler-Ross, Elisabeth, On Death and Dying, New York: Macmillan Co., 1969
5. Visit a place(s) of death- (morgue, funeral parlor, cemetary, etc.)
6. ________

Indicator: A two page paper which compares and contrasts information gained through the various instructional routes.

Evaluation: The two page paper will reveal that the student:

1) has a realization that death is a current taboo
2) has a feeling for various views toward death
3) can describe some ideas about fears of death and the dying process.

Packet Materials:

1) Kastenbaum, Robert, "The Kingdom Where Nobody Dies," Saturday Review, Dec. 23, 1972, pp. 33-38
2) Schneidman, E. S., "You and Death", Psychology Today, Vol. 5, #1, 1971
3) Mc Neil, Elton B., "Death", in Being Human: The Psychological Experience, New York: Canfield Press, 1973, pp. 158-170
4) Poland, Ronal G., Human Experience: A Psychology of Growth, St. Louis, C. V. Mosby Co., 1974, pp. 101-109
5) Watts, Alan, The Book, New York, Random House, 1972, pp. 31-36
6) Schranck, Jeffrey, Teaching Human Beings, Boston, Beacon Press pp. 124-141

Module IX, 4P, 1 Modular credit-

Title: You and Death

Rationale: Individuals must deal with death in not only an intellectual frame, but also in the context of their own attitudes, feelings, and emotions. Without the personalizing of the topic, death remains outside the individual, continuing the process of avoidance.

Objective: Given several sets of experiences on death, the student will go through at least one of these with at least one other person and discuss his/her learnings with the instructor.

Learning Alternatives:

1) Packet # _____
2) Experiences designated in: Robert E. Neale's The Art of Dying
3) Questions on pages 128 and 129 of Jeffrey Schrank's book Teaching Human Beings
4) Class workshop on "Death"
5)

Indicator: Written materials from exercises and questions and discussion with instructor.

Evaluation: The discussion will show that the student:

1) has completed the chosen set of experiences
2) can discuss his/her own death
3) can verbalize learnings gained through the process

Packet Materials:

Simon, Sid, et al., Values Clarification, New York, Hart Publishing Co., 1972, pp. 303-321

Class Workshop:

This could be done by Sue Potts, or anyone, but it would be the actual group experience of going through experiences on death in Sid's book, pp. 303-321.

Module: IX, 4P, 2 Modular Credit ____ 540

Title: The How of Death

Rationale: "You should know the secret of death.
But how shall you find it unless you seek it
in the heart of life?
The owl whose night-bound eyes are blind
unto the day cannot unveil the mystery of light.
If you would indeed behold the spirit of death,
open your heart wide unto the body of life.
For life and death are one, even as the river and the
sea are one."

Kalil Gibran, The Prophet
Alfred Knopf Publishers, N.Y., 1963, p. 87

Objective: Given the "Living Will", the student will either complete or not complete the form and describe in writing his/her reasons for that choice. S(he) will also share the form with at least one other person.

Learning Alternatives:

1. See packet.
2. __________

Indicator: Completed or non-completed "Living Will" with a one page paper.

Evaluation: The paper will show that the student:

1. has some consistent philosophy about the choice
2. has described the feelings of the other person contacted
3. can verbalize reasons for his/her choice

Packet Material: Copies of "A Living Will"—from Euthanasia Educational Fund, 250 West 57th St., N.Y., N.Y., 10019

Module IX, 4P, 3 Modular Credit _____

Title: Death and Literature

Rationale: Reading Specialists should be able to deal with the topic of death with children in a way that is both informed and appropriate. They should be able to guide discussions on the topic, identify children's books that are relevant, and diagnose student concerns about their own deaths and those of others.

Objective: Given information about death and children's literature, the student will read at least 4 of these and do a "book report" on any 2.

Learning Alternatives:

1. Visit the children's library and talk with the librarian.
2. Huch, C. and Kuhn, D., Children's Literature in the Elementary School, (2nd edition), N.Y.: Holt, Rinehart and Winston, pp. 129-30, 252-255
3. Arbuthnot, M.H., and Sutherland, Z., Children and Books, (4th edition) Glenview, Ill: Scott, Foresman and Co.
4. See packet.

Indicator: Two "book reports"—they may take any form except a 1 page paper.

Evaluation: The "book reports" should show that the student:

a) has read the books,

b) has shown a contrast between the two books.

Packet Contents:

1. "101 Ways to Share Stories and Books"—Motivational Techniques

Module IX, 4p, 4

Title: Children and Death

Rationale: "We want our children to be immortal- at least temporarily. We can be more useful to children if we can share with them realities as well as fantasies about death...Part of each child's adventure into life is his discovery of loss, separation, non-being, death. No one can have this adventure for him, nor can death be locked in another room until a child comes of age."

Robert Kastenbaum,
"The Kingdom Where Nobody Dies,"
Saturday Review, Sept. 23, 1972, p. 38

Objective: Given a group of elementary school children, the student will facilitate a taped discussion on death, elicting feelings and attitudes from the children.

Learning Alternatives:

1) Packet # _____ (will be same as packet for IX, 4C, 1)
2) Completion of other modules on Death
3) __________

Indicator: A transcript of the important sections of the tape (as determined by the student) will be prepared with a short written evaluation of the session.

Evaluation: The transcript should show that the student:

1) has had some coherent questioning/facilitating procedure
2) has in fact elicited feelings and attitudes from the children.

Competency 5: Reading Specialists have knowledge of and the ability to use the theory and strategies of values clarification.

Module: IX, 5C, 1 Modular Credit______

Title: Clarifying the Value of Value Clarifying

Rationale: "Having students analyze, discuss, and decide value questions, particularly those about which there is public controversy, has recently become the subject of renewed concern among...teachers. Despite their concern, many teachers cannot operate effectively in this area because of confusion and uncertainty. They are confused as to what, if any, legitimate educational objectives are to be obtained by such value analysis."

Combs, Jerrold R., "Objectives of Value Analysis", in Values Education, edited by Laurence E. Metcalf, Washington, D.C., National Council for the Social Studies Yearbook, 1971, p. 1

Objective: Given information on values clarification, the student will develop a paper discussing the rationale and need for its inclusion in school curricula.

Learning Alternatives:

1. See packet.
2. Raths, L., Harmin, M., and Simon, S., Values and Teaching, Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.
3. Developing Individual Values in the Classroom, Palo Alto, California: Learning Magazine Handbooks, 1974 (available for $2.50 from Learning Handbooks, 530 University Ave., Palo Alto, California, 94301)
4. ____________

Packet Contents:

1. Mears, Michael, "Who's Sid Simon and What's All This About Values Clarification?", in Media and Methods, March, 1973, pp. 30-36.

1a. Phi Delta Kappan, Volume LVI, No. 10, June, 1975, entire issue. (Questioning articles on value clarification.)

2. Gray, Farnum, "Doing Something About Values", in Learning Magazine, December, 1972, pp. 15-19

3. Rogers, Carl R., "A Modern Approach to the Valuing Process", in Freedom to Learn, Columbus, Ohio: Charles E. Merrill, Co.; 1969, pp. 239-257.
Bauer, Nancy, W., "Can You Teach Values?", in Instructor, August-September, 1970, pp. 37-38

Indicator: 2-3 page paper

Evaluation: The paper should show that the student can:

1. describe the rationale and process of values clarification.
2. present a valid argument for either the inclusion or exclusion of values clarification in school curricula.

Module IX, 5C, 2 Modular Credit ____

Title: Levels of Teaching

Rationale: The process of teaching takes place on many levels, described by different curriculum in different ways. Although descriptions vary, several of these cut across, duplicate, or complement each other. Teachers should be aware that each system is not a totally separate entity, and see the connections between descriptions of levels of teaching.

Objective: Given information on levels of teaching in the cognitive domain, the affective domain, and the "fact, concept, value" levels described in "values" literature, the student will compare and contrast these descriptive systems.

Learning Alternatives:

1. Carin, Arthur and Sund, Robert, Developing Questioning Techniques: A Self-Concept Approach, Columbus, Ohio: Charles E. Merrill, 1971
2. Harmin, M., Kirschenbaum, H., and Simon, S., Clarifying Values Through Subject Matter, Minneapolis, Minn: Winston Press, Inc., 1973
3. Krathwohl, D., Bloom, B. and Masia, B., Taxonomy of Educational Objectives: Handbook II: Cognitive Domain, New York: David Mc Kay Co., 1956
4. Bloom, Benjamin, editor. Taxonomy of Educational Objectives: Handbook I: Cognitive Domain, New York: David Mc Kay Co., 1956
5. ________

Indicator: 2-3 page paper

Evaluation: The paper should show that the student can:

1. discuss interrelationships between the affective taxonomy, the cognitive taxonomy, and the "fact, concept, values" taxonomy.
2. show an understanding of each of the three taxonomies, their differences and similarities.

Module IX, 5P, 1 Modular Credit _____

Title: Values Quiz

Rationale: To deal with the area of Values Clarification, teachers must be aware of the basic content and terminology involved.

Objective: Given a quiz on the content and terminology of values clarification, the student will pass the quiz.

Learning Alternatives:

1. Packet # _____ (contains the quiz)
2. Packet # _____ (same as one for IX, 5C, 1)
3. Harmin, M., Kirschenbaum, H., and Simon, S., *Clarifying Values Through Subject Matter*, Minneapolis, Minn: Winston Press, Inc., 1973
4. Simon, S., Howe, L., and Kirschenbaum, H., *Values Clarification: A Handbook of Practical Strategies*, New York: Hart Publishing Co., 1972
5. Ratus, L., Harmin, M., and Simon, S., *Values and Teaching*, Columbus, Ohio: Charles E. Merrill Publishing Co., 1966
6. ________

Indicator: Completed quiz.

Evaluation: Score of at least 33 out of 39 possible.

4. feedback:

(5 pts.) 5. Compare and contrast "value indoctrination" with "value clarification."

(3 pts.) 6. What are the three levels of teaching curriculum described by Havmin, Kirschenbaum and Simon?

1.

2.

3.

(6 pts.) 7. Design a question relating to "Nixon's resignation" at each of the three levels.

1.

2.

3.

VALUES QUIZ

(7 pts.) 1. What are the seven criteria for a value?

1.

2.

3.

4.

5.

6.

7.

(5 pts.) 2. Name at least five "value indicators".

1.

2.

3.

4.

5.

(5 pts.) 3. What are some of the most pronounced areas of value conflict and confusion? (name five)

1.

2.

3.

4.

5.

(8 pts.) 4. Describe briefly the following value clarification formats:

1. rank order:

2. forced choice:

3. values continuum:

Module IX, 5P, 2 Modular Credit ____

Title: Out of the Frying Pan

Rationale: Knowledge about values clarification and the desire to implement the process in schools in a beginning. A real test comes, however, in getting it accepted as legitim te curriculum in schools. To do this, teachers should be able to describe to "the powers that be" a viable rationale and description of content for work in values clarification.

Objective: Given information on the content and rationale of values clarification, the student will develop a specific rationale and "course description" for work in values clarification, aimed at a learner population of his/her choice.

Learning Alternatives:

1. Packet # ____ (contains sample at college level.)
2. Course in Values Clarification
3. Packet # ____ (same as IX, 5C, 1)
4. Harmin, M., Kirschenbaum, H., and Simon, S., Clarifying Values Through Subject Matter, Minneapolis, Minn.: Winston Press, Inc., 1973
5. Ratus, L., Harmin, M. and Simon, S., Values and Teaching, Columbus, Ohio: Charles E. Merrill Publishing Co., 1966
6. Simon, S., Howe, L., and Kirschenbaum, H., Values Clarification: A Handbook of Practical Strategies, New York: Hart Publishing Co., 1972
7. Hawley, R., Simon, S., Britton, D., Composition for Personal Growth: Values Clarification Through Writing, New York: Hart Publishing Co., 1973

Indicator: 2-3 page rationale and "course description"

Evaluation: The rationale and course description should show that the student can:

1. synthesize information in line with the specific needs of the stipulated learner population, and
2. develop a "course description" relevant to the needs and desires of this group of learners.

Values Clarification

Overview for a College Course in Values Clarification

Values are not beliefs, attitudes, or opinions; they are more than that. They are the personal decisions about our lives upon which we take action, either knowingly or unknowingly. What we do, and its congruence with what we say we do or want to do, is a major issue with which each wo(man) must deal if s(he) is to head toward a fuller, happier, and more honest life.

The process of Values Clarification has been formalized in education only recently,and the work of Raths,Harmin and Simon have influenced this tremendously. I have found that strategies for Values Clarification, used in an environment condusive to personal involvement, committment, and openness, proved to help participants to clarify and act upon their values--to bridge the gap between what they said they believed and what they did in reality.

This proposed experience in Values Clarification will have the following goals:

1. To familiarize participants with some theory about the bases and ideas of values, valuing, and values clarification.
2. To allow participants to share their thoughts and feelings in an environment which supports individuals for their uniqueness and their desire to reach greater personal congruence.
3. To have participants experience many strategies in Values Clarification and discover ways of dealing with the information provided by these experiences, and secondly, to have participants gain experience in creating their own strategies.
4. To enrich the self-esteem and feelings of personal worth for class members.
5. To have participants carry the processes and learnings discussed and experienced to situations outside a classroom. To give participants the skills to use on their own in their day to day lives.

The course will consist of 15 two-hour sessions, readings outside of class, and action-oriented projects designed mutually by students and instructor. A sketchy overview of the course might look like this:

I. Introduction to values, valuing and values clarification-course requirements-theory of values-criteria-strategies for group cohesiveness.

II. Values processes- rank ordering, continuums, forced choices, values grids, etc.

III. Values processes-brainstorming, alternatives search, "I learned statements", etc.

IV. Small group and dyad formation-experiences in trust-establishing support group.

V. Values strategies- "Twenty things you love to do", "Personal Coat of Arms", "Pie of Life", etc.

VI. Values Strategies- "Privacy Circles", "Who Are You", "Fall-Out Shelter", etc..

VII. Values and Life Planning- a look at the Affective Education Movement- a look at strategies for behavioral change.

VIII. Small group work- Unfinished business, experiments with behavior and feedback.

IX. Creating new strategies- sharing with people outside of class- personal growth inventory.

X., XI., XII.- Class activity will depend here on the progress, needs, and desires mutually agreed upon by instructor and students- it may be more experiences, more group work, mini-curriculum development, or action-oriented projects.

XIII. "Values We Live With- Values We Die With"- a look at our ideals, our own life inventory, and what death means to us.

XIV. Carrying on the process- a transition to individuals and their carrying processes outside the classroom.

XV. Unfinished business.

Suggested texts:

Simon, S., Howe, L., and Kirschenbaum, H.; Values Clarification, New York, Hart Publishing Co., 1972

Raths, L., Harmin, M., and Simon, S.; Values and Teaching, Columbus, Ohio: Charles E. Merrill, 1966

Schrank, J.; Teaching Human Beings, Boston, Beacon Press, 1972

Module IX, 5P, 3 Modular Credit____

Title: Into the Fire

Rationale: You spent all that time on Module IX, 5P, 2; you should have a chance to use it.

Objective: Given the content described in Module IX, 5P, 2, the student will facilitate the stipulated "course" and evaluate his/her success.

Learning Alternatives:

1. "course" described in Module IX, 5P, 2
2. __________

Indicator: 1. Learner evaluations of "course" or program.

2. Student evaluations of "course" or program.

Evaluation: The student's evaluation should cover:

1. personal feelings about success of "course".
2. an analysis of the congruence between actual teaching experience and original plans.
3. a description of it might be done if it were to be repeated.

Module: IX, 5P, 4 Modular Credit ____

Title: Making Up Your Own

Rationale: Published strategies and materials can be a start in facilitating values clarification, but teachers need to be able to adopt and create their own strategies and materials if they are to keep their teaching relevant to student needs and specific content covered.

Objective: Given examples of published strategies and materials in values clarification, the student will create, or adopt, at least 5 new strategies relevant to a specified learner population.

Learning Alternatives:

1. Workshop on "Creating Values Strategies"
2. Packet # ____
3. Harmin, M., Kirschenbaum, H., and Simon, S., Clarifying Values Through Subject Matter, Minneapolis, Minn.: Winston Press, Inc., 1973
4. Simon, S., Howe, L., and Kirschenbaum, H., Values Clarification: A Handbook of Practical Strategies, New York: Hart Publishing Co., 1972
5. Hawley, R., Simon, S., Britton, D., Composition for Personal Growth: Values Clarification Through Writing, New York: Hart Publishing Co., 1973
6. ____________

Packet Contains:

1. Yarington examples of a) Hiring College Grads
   b) Forced Choice Ranking Game
   c) Book Titles
2. Simon, Sid, "The Teacher Educator in Value Development", Phi Delta Kappan, May, 1972
3. # 8-22 (plus address) of available materials on enclosed sheet.

Indicator: 5 new strategies with description of why relevant to specified learner population.

Evaluation: The strategies should:

a) be explained fully

b) show a real connection with learners specified,

c) show some creativity.

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8. How Can We Teach Values?", a 3-article pamphlet containing "Three Ways To Teach Church School" and "Your Values Are Showing", by Sidney Simon, and "How Can We Teach Values?" by John Westerhoff. 50¢

9. "Values Clarification at the Family Table", by Kirschenbaum and "Dinner Table Learning", by Simon. Two related articles in one pamphlet. 50¢

10. "Teaching Environmental Education with a Focus on Values" by Clifford Knapp. Lots of good exercises and activities. 40¢

Numbers 11-12 are article reprints and cost 30¢ each.

11. "Teaching English with a Focus on Values" by Kirschenbaum and Simon.
12. "The Free Choice English Curriculum" by Kirschenbaum.
13. "Teaching History with a Focus On Values" by Harmin, Simon and Kirschenbaum.
14. "Teaching Afro-American History with a Focus on Values" by Simon and Carnes.
15. "Teaching the Black Experience" by Kirschenbaum.
16. "Teaching Science with a Focus on Values" by Harmin, Kirschenbaum and Simon.
17. "The Search for Values with a Focus on Math" by Harmin, Kirschenbaum and Simon.
18. "Teaching Home Economics with a Focus on Values" by Kirschenbaum.
19. "The Listening Game" by Kirschenbaum. Communications exercises.
20. "Sensitivity Modules" by Kirschenbaum and Simon. Activities.
21. "Values-Clarification vs. Indoctrination" by Simon. Theory.
22. "Values" by Harmin and Simon. Theory and bibliography.

Non-tax-exempt New York State residents please add 7% sales tax. No purchase orders please. Please send your order WITH PAYMENT to:

Adirondack Mountain Humanistic Education Center
Upper Jay, New York 12987

* (questions 8-22 as referred to in #3 of Packet Contents)

Module IX, 5P, 5 Modular Credit ____

Title: Reading and Values

Rationale: Almost 75% of the questions in most school reading texts are fact-oriented. The more important questions, those dealing with the actual lives of the learners are rarely included: teachers should be able to create questions which are on the values level for use in teaching reading.

Objective: Given three student-selected stories in a reading text, the student will create at least 5 values level questions for each of the stories.

Learning Alternatives:

1. Workshop "Values Question and Teaching Reading"
2. Student-Selected reading text
3. Harmin, M., Kirschenbaum, H., and Simon, S., Clarifying Values Through Subject Matter, Minneapolis, Minn.: Winston Press, Inc., 1973
4. Carin, Arthur and Sund, Robert, Developing Questioning Techniques: A Self-Concept Approach, Columbus, Ohio: Charles E. Merrill, 1971

Indicator: Xeroxed copies of the stories, the questions designated by the text's author(s), and the questions designed by the student.

Evaluation: The questions should show that the student can:

1. generate questions on the values level.
2. link question with the story's content
3. generate questions appropriate to the learner population.

Module IX, 5E, 1 Modular Credit ____

Title: Values Clarification for Teachers

Rationale: Teachers should be able to experience the process of values clarification so that they get a feeling for the content and process. Although literature provides some information, the experiencing of personal values clarification gives a more real picture of what the process is all about.

Objective: Given the opportunity to participate in a class or extended workshop in values clarification, the student will attend and participate.

Learning Alternatives:

1. Course in "Values Clarification"
2. Values Workshops held in Local Area
   (Information on dates and location available from Values Associates, Box 43, Amherst, Mass., 01002)
3. Self-generated group- (must be approved by instructor)
4. ________

Indicator: One page summary of personal feelings and learnings.

Evaluation: None except as stipulated by course instructor or workshop leader.

Competency 6: Reading Specialists are able to integrate the affective and cognitive domains in their teaching of reading.

Module: IX, 6C, 1 Modular Credit ____

Title: Marriage, Separation or Divorce

Rationale: Teaching, and especially teaching reading, has traditionally been dealt with as a cognitive process, a process which has somehow become separated from the actual life needs of students and their quest to become fulfilled human beings. There has been much written in the reading field which says this should not be so, but so little actually done that the separation has become a divorce. Creating a marriage between affective and cognitive concerns in teaching should be the major goal of any legitimate educational endeavor.

Objective:

Given information on the integration of cognition and affect, the student will be able to synthesize this information and his/her personal ideas into a paper a) dealing with personal perceptions about the process and b) describing actual ramifications this concept should have on his/her future classroom work.

Learning Alternatives:

1) Kline, Lloyd, Education and the Personal Quest, Columbus, Ohio: Charles E. Merrill, 1971
2) Borton, Terry, Reach, Touch, and Teach, New York: Mc Graw-Hill, 1970
3) Dillon, J. T., Personal Teaching, Columbus, Ohio: Charles E. Merrill, 1971
4) Peddiwell, J. Abner, The Saber-Tooth Curriculum, New York: Mc Graw-Hill, 1939
5) See packet.
6) ________

Packet Contains:

1) Kelley, Earl C., "The Place of Affective Learning", in Education for Affective Achievement, edited by Robert Strom and Paul Torrance, New York: Rand Mc Nally and Co., 1973, pp. 235-238
2) Brown, George, I., Human Teaching for Human Learning, New York: Viking Press, 1971, pp. 1-18
3) Castillo, Gloria, Left-Handed Teaching, New York: Praeger Publishers, 1974, pp. 17-48
4) A current issue of "The Confluent Education Newsletter"- available from Confluent Ed. Program, Box 219, Minnedosa, Manitoba, Canada
5) Thomas, Walter, "A Case for Affective Education", in Edvance, Vol. 1, no. 1, available from Combined Motivation Education Systems, 6300 River Road, Rosemont, Ill. 60018

Indicator: 2-3 page paper

Evlauation: The paper should show that the student can:

a) discuss the need for integration of affect and cognition in teaching (especially reading),
b) discuss his/her personal educational career in light of this concept,
c) discuss specific implications this concept will have in his/her future teaching.

Module IX, 6C, 2

Title: The Living Experience, The Learning Experience, The Language Experience

Rationale: The Language Experience Approach to teaching reading offers, perhaps, the easiest method of linking cognition and affect. All reading specialists should be aware of both the rationale and strategies for this approach.

Objective: Given information on the Language Experience Approach, the student will develop a rationale for its use with a specified group of learners and describe several activities which would be relevant to this group.

Learning Alternatives:

1) Van Allen, R. and Lee, Dorris, Learning to Read Through Experience; New York: Appleton-Century-Crofts, 1963
2) Ashton-Warner, Sylvia, Teacher, New York: Simon and Shuster, 1963
3) Hall, Mary Anne, Teaching Reading as a Language Experience, Columbus, Ohio: Charles E. Merrill, 1970
4) Packet # ______
5) Lecture-discussion on the Language Experience Approach
6) ____________

Packet Contains:

1) "Mommy, Ghost, Blood and Learning to Read", Learning, Nov., 1972, pp. 70-72
2) Bibliography on Language Experience
3) Van Allen, R., and Allen Claryce, "An Introduction to Language Experiences in Reading", available from Encyclopedia Brittanica Ed. Corp., 425 North Michigan Ave., Chicago, Ill.
4) Auckerman, Robert, Approaches to Beginning Reading, New York: John Wiley and Sons, 1972, pp. 299-328

Indicator: Rationale and description of activities for specified group of learners.

Evaluation: The rationale and description should show that the student can:

a) give a cogent rationale for the use of the Language Experience approach at a specified learner level, and

b) describe activities relevant to the learners.

Module IX, 6C, 3 Modular Credit _____

Title: Quiz Time!

Rationale: By this time in the component on "The Affective Domain and the Teaching of Reading," students should be able to identify and describe various terms, ideas, and people which are used often in the area of affective-humanistic education.

Objective: Given a quiz on the terminology, ideas and people involved in much work in affective-humanistic education, the student will complete the test with a passing score.

Learning Alternatives:

1) Brown, George I., Human Teaching for Human Learning: An Introduction to Confluent Education, New York: The Viking Press, 1971
2) Borton, Terry, Reach, Touch, and Teach, New York: McGraw-Hill, 1970
3) Weinstein, G. and Fantini, M., Toward Humanistic Education: A Curriculum of Affect, New York: Praeger Publishers, 1970
4) Rogers, Carl, Freedom to Learn, Columbus, Ohio: Charles E. Merrill, 1969
5) Perls, Fritz, Gestalt Therapy: Verbatim: Moab, Utah, Real People Press, 1969
6) _________

Indicator: Completed quiz

Evaluation: Passing score-- 53 points.

QUIZ (Module IX, 6C, 3)

I. Define the following terms and concepts (5pts. each)

- a. process education
- b. confluent education
- c. three-tiered school
- d. the affective domain
- e. the cognitive domain

II. Explain the following terms or ideas (3 pts. each)

- a. values clarification
- b. sensory awareness
- c. self-concept
- d. active listening
- e. the "Trumpet"
- f. self-actualization

III. Match the following people with their major ideas (3 pts. each)

- a. Carl Rogers
- b. Fritz Perls
- c. Abraham Maslow
- d. Gerry Weinstein
- e. Terry Borton
- f. Sylvia Ashton-Warner
- g. Sidney Simon
- h. Bernard Gunther
- i. George Brown

1. Values Clarification
2. Student-centered learning
3. Three-tiered school
4. Body Awareness
5. Process Education
6. Confluent Education
7. Organic Vocabulary
8. Gestalt Therapy
9. Hierarchy of Needs

possible score= 67

passing = 53

Module: IX, 6P, 1 Modular Credit _____

Title: Facilitating the Language Experience

Rationale: Until Reading Specialists can see the cognitive and affective growth of learners that is evident in working with the Language Experience Approach, there can be no real committment to this method except on a theoretical level.

Objective: Given the Language Experiences designed in Module IX, 6C, 2, the student will facilitate at least 4- ½ sessions with a specified group of learners.

Learning Alternatives: Same as IX, 6C, 2

Indicator:

a) Short written evaluation of sessions by student.

b) Samples of work by the learners.

c) Short written evaluation of at least one of these sessions by an outside observer. (peer, cooperating teacher, instructor, etc.)

Module: IX, 6P, 2 **Modular Credit** ____

Title: Dr. Seuss, If I Ran the Zoo

Rationale: "Imagination is more important than knowledge".
A. Einstein

Objective: Given that tomorrow s(he) will be given the opportunity to organize and head up an elementary school, junior high, or high school, the student will describe how the school will be organized and managed to create a successful learning environment for students and teachers.

Learning Alternatives:

1. Fantini, M., and Weinstein, G., Making Urban Schools Work, New York: Holt, Rinehart and Winston, 1968
2. Weinstein, G. and Fantini, M., Toward Humanistic Education: A Curriculum of Affect, New York: Praeger Publishers, 1970
3. Rogers, Carl, Freedom to Learn, Columbus, Ohio: Charles E. Merrill, 1969
4. Rasberry, S., and Greenway, R., Rasberry, Albion, California: Freestone Publishing Co., 1970
5. Yanes, S., and Holdorf, C., editors, Big Rock Candy Mountain, New York: Dell Publishing Co., 1971
6. See packet.
7. Dr. Seuss, If I Ran the Zoo, New York: Random House
8. ________

Packet Contents:

1. Silberman, Charles, Crisis in the Classroom, New York: Random House, 1970 pp. 263-332; 333-367
2. Leonard, George, Education and Ecstacy, New York: Dell Publishing Co. pp. 139-192

Module IX, 6P, 3 Modular Credit _____

Title: Squeezing Blood From a Rock- It Can Be Done!

Rationale: Many reading teachers are confronted with the "reality" that they are pressured to teach reading from basal readers. If they give in to this common demand, they may find themselves immersed in a cauldron of sterility. If, in fact, they must use this approach, they should still be able to develop affective learning experiences from the materials designated.

Objective: Given 3 stories from a basal reader or reading text, the student will identify affective concerns and issues in these stories and create learning experiences which facilitate affective development.

Learning Alternatives:

1. Packet # _________ (contains one sample and general directions)
2. Brown, George I., Human Teaching for Human Learning: An Introduction to Confluent Education. New York: The Viking Press, 1971
3. Borton, Terry, Reach, Touch, and Teach, New York: Mc Graw-Hill, 1970
4. Workshop on creating affective experiences.
5. Simon, S., Howe, L. and Kirschenbaum, H., Values Clarification, New York: Hart Publishers, 1972
6. Castillo, Gloria, Left-Handed Teaching, New York: Praeger Publishers, 1974
7. _________

Indicator:

a) Xeroxed copies of 3 selected stories;

b) written description of affective concerns or issues identified within each;

c) 2 learning experiences for each story designed to facilitate affective growth for a group of learners.

Evaluation: The description should show that the student is able to identify affective issues and concerns in the stories; the learning experiences should be appropriate to the learners designated and the reading material chosen.

Packet Mateial for IX, 6P, 3

Overall suggestions:

1. Choose a story which has at least some meat to it. Something should happen. Look for words that carry heavy subjective overtones (hate, love, need, wrong, right, honest, evil, etc.)
2. Try to find parts of the story which have:
   a. conflicts in values.
   b. experiences which create emotional responses.
   c. ideas which are especially relevant to learners.
   d. issues--concerns (what is fair? who decides? was someone honest or not? was violence used? do th ends justify the means?, etc.)
3. Try and "squeeze" the issue down to its basic conflict. The specific in the story may represent a larger issue. Get to the basic question involved. For example: in a story about a boy leaving home, etc., the basic conflict may be authority, power, or who decides about one's life.
4. Create, revise, or adopt an "exercise" or "experience" which deals with the basic issue. This may or may not have anything to do with the specifics of the story. Also, some experience besides just a discussion helps to internalize the emotions involved and avoid rationalization and verbal manure.

Sample

Story: "Bell of Atri", by James Baldwin, from the Ginn 100 series- Trails to Treasure. pp. 321-327

Learners: Somewhere around 4th or 5th grade. (Story is attached)

Affective concerns and issues identified:

p. 321, last paragraph: who decides what is a real need? What does it mean to be wronged?

p. 322: who should choose "a judge"?

p. 323: Would you ring the bell if you were yelled at?

Would you ring the bell if you were hit?

Would you ring the bell if you were robbed?

Does fighting battles make you brave?

p. 324: Do people seem to remember what you did (being a knight) or what you are now? (miser)

What would you have done with the horse?

Who is guiltier, the boys who threw stones or the old man?

p. 325: Does it make a difference that it is about an animal rather than a person?

p. 326: If all these people had seen the horse, were they not just as guilty for not helping?

Should you help other people? When? How much?

p. 327: Was there another side to the story?

Did they give him a chance to tell it?

Was the sentence just? What would have been fairer; worse?

What is our reaction when people hoard?

Was the miser like the horse was? (p. 324- "no one to pity him!")

Does gold make up for people not caring?

Issues to be expanded upon-

a) What things can someone do to you which make you angry or feel wronged?

b) How can you decide what punishment is just? And for whom?

c) class interaction- bell "idea"

Activities:

1. Rank order the following things that people can do to make you angry! Compare your list with others. Make up a list of your own. Discuss this with a group.

_____ Call you a dirty name.

_____ Call your parents a dirty name.

_____ Hit you, slap you, etc.

_____Not listen to you when you really have something you want to say.

_____Steal something from you.

_____Break a promise.

_____Tell a secret.

2. Complete the following sentencing.....

Break up into groups that agreed--Have a debate--Who is right??

You are the judge. Five people are before you and they have all committed the same crime. They have stolen $100.00 from different peoples' houses. Because of the people who are already in prison, there are certain sentences you may give out, and you must use them all. The sentences are:

1 person gets 10 years

1 person gets 5 years

1 person gets 1 year of solitary confinement

1 person gets two years

1 person gets set free

The following people are before you. They have all committed the same crime.

1. A drug addict who stole the money because he needed to buy a fix.
2. A professional burglar who stole the money to live the life he was used to.
3. A "Minute Man who stole the money because the owner of the house was a suspected "Communist". He felt he had the right to do it.
4. A teenager who was on a stealing spree with a bunch of other kids.
5. A poor person who did not have a job and needed the money for food.

Assign each his sentence.

3. Hang a bell somewhere in the room. If you really need to tell everyone something, ring it.

4. Complete the following table with the class participating.

Alternating Search:	Alternative	do now	bad idea	will try
1. When someone is fighting with someone else, I				

Module IX, 6E, 1 Modular Credit ____

Title: Neat Book Time!

Rationale: "The ignorant man is not the unlearned, but he who does not know himself, and the learned man is stupid when he relies on books, on knowledge, and on authority to give him understanding. Understanding comes only through self-knowledge, which is awareness of one's total psychological process. Thus education, in the true sense, is the understanding of one self..."

Krisnamurti, J., Education and the Significance of Life,
New York: Harper and Row, 1953, p. 17

Objective: Given a good book, the student will read it.

Learning Alternatives:

1. Krishnamurti, J., Education and The Significance of Life, New York: Harper and Row, 1953
2. ________

Evaluation: Written questions (at least 5) which the student would ask the author if he walked in to the room right now!

Module IX, 6E, 2 Modular Credit ____

Title: Neat Book Time II.

Rationale: He did it!

Objective: Given a resource book in confluent education, the student will read and discuss it with at least 2 other people.

Learning Alternatives:

1. Brown, George I., Human Teaching for Human Learning: An Introduction to Confluent Education. New York: The Viking Press, 1971
2. ____________

Indicator: Statement as to completion of reading and discussion.

Evaluation: None

Competency 7: Reading Specialists have knowledge of and the ability to use the theory and processes involved in small group dynamics.

Module: IX, 7C, 1 Modular Credit _____

Title: Freedom is learned.

Rationale: Many movements in education today are headed toward a freer atmosphere in the classroom, toward an environment where students are free to choose their activities, goals, etc. An assumption by many seems to be that this will happen easily; that the transition between other-directed-structures is a piece of cake. Not so. Teachers must have some idea about the kinds of things that will happen if this trend is followed.

Objective: Given that current school reform is headed toward a freer atmosphere in the classroom, the student will have knowledge of the possible ramifications this freedom may have.

Learning Alternatives:

1) Rogers, Carl R., Freedom to Learn, Colombus, Ohio, Charles E. Merrill, 1969
2) See packet.
3) Kohl, Herbert, The Open Classroom, New York: Vintage Books, 1969
4) Thatcher, David, Teaching, Loving and Self-Directed Learning, Pacific Palisades, California, Goodyear Publishing Co., 1973
5) ______

Packet Contents:

1) Rogers, Carl R., "Learning to Be Free", Radio Broadcast (enclosed)
2) Yarington, D. J., "Alternatives in Teaching", (unpublished manuscript describing opening up a class.)

IX, 7C, 1 cont'd.

Indicator: 2-3 page paper.

Evaluation: The paper should show that the student can:

a) describe the process of confusion/resolution/action that takes place in opening up a learning environment.

b) describe possible alternatives in making this transition.

c) Agree or disagree with the statement: "Freedom is a learned skill, and bound by the same rules as any other skill or attitude development."

Module IX, 7C, 2

Title: The Educational Encounter

Rationale: Work that has been done in T-Groups, Sensitivity Training, and Encounter Groups has ramifications for education. Perhaps of greatest importance are the descriptions of what happens in a group, its life cycle, and how awareness of this fairly predictable process can ease the pains involved in opening up a learning environment.

Objective: Given that the educational encounter in a "free" classroom will parallel in part the life-cycle of an encounter group situation, the student will be able to describe the typical life cycle of these groups.

Learning Alternatives:

1) Packet # _____
2) Rogers, Carl R., Carl Rogers on Encounter Groups, New York: Harper and Row, 1970, pp. 14-42.
3) Rogers, Carl R., Freedom to Learn, Columbus, Ohio: Charles E. Merrill, 1969, pp. 9-27
4) ____________

Packet Contents:

1) Bennis, Warren G., and Shepard, Herbert A., " A Theory of Group Development" in Human Relations, Vol. 9, No. 4, Nov. 1956, pp. 415-437
2) Schmuch, R. A., and Schmuch, P. A., Group Processes in the Classroom, Dubuque, Iowa: W. C. Brown Co., 1971, pp. 114-122
3) Jones, John E., "A Model of Group Development", in 1973 Annual Handbook for Group Facilitators, Edited by J. William Pfeiffer and John E. Jones, Iowa City, Iowa: University Associates, 1973, pp. 127-129
4) Rogers, Carl R., "The Group Comes of Age", in Psychology Today, December, 1969

IX, 7C, 2 cont'd.

Indicator: Written description of a typical group "life-cycle" synthesized from various authors read and the student's personal experience.

Evaluation: The description of group development should show the student can

a) synthesize information into a rational and cogent analysis

b) cite personal experiences which either support or go against the theoretical construct.

c) cite implications this process might have in a teaching/learning situation.

Module IX, 7P, 1

Title: The Magic Circle

Rationale: There have been developed in recent years various ways of structuring and describing small group experiences for various age groups. One of these is called the "Magic Circle". It is based on principles of group dynamics and is a method of getting at the concerns of learners in the classroom. It is another tool which will be of use to a reading specialist who wants to deal honestly with the needs and feelings of his/her students.

Objective: Given material on the magic circle, the student will be able to facilitate at least 3 sessions with a designated group of learners.

Learning Alternatives:

1) Packet # _____
2) _________

Packet Contents:

1) Helfat, Lucile, "The Gut Level Needs of Kids", Learning, October, 1973, pp. 30-34

Indicator:

a) Three completed sessions, at least one of which is taped.
b) Written analysis of the tape.
c) Conversation with instructor about tape and analysis.

Evaluation: The discussion should show that the student can:

a) describe the skills and process of the "Magic Circle"
b) cite examples where s(he) has succeeded or failed to use these skills, using the tape analysis as a resource.
c) evaluate the value of the "Magic Circle" as a teaching resource for future use.

Module IX, 7E, 1

Title: The Baron Made Me Do It?

Rationale: Here is a chance to try a group consensus exercise using small groups.

Objective: Given a strategy involving group dynamics and consensus, the student will facilitate the strategy with a group of learners.

Learning Alternatives:

1) Packet # _____ (contains "The Drawbridge: Decision by Consensus")
2) Packet # _____ (Contains information on running a group discussion)
3) ________

Indicator: Short evaluation of what happened and personal learnings.

Evaluation: The evaluation should show that the student can:

a) observe and describe processes involved
b) verbalize personal learnings about group process and behavior.

Module IX, 7E, 2

Title: Going to the Moon

Rationale: Another chance to facilitate and observe group process.

Objective: Given a strategy involving small group discussion and interaction, the student will facilitate this strategy with a group of learners.

Learning Alternatives:

1) Packet # _____ (contains NASA Exercise)
2) Packet # _____ (same as second packet for IX, 7E, 1- information on running a group discussion)
3) Myers and Myers, The Dynamics of Human Communication, New York: McGraw Hill, 1973, pp. 123-145
4) __________

Indicator: Completion of exercise with learners and written answers to critique portion of exercise.

Evaluation: None.

Competency 8: Reading Specialists are aware of current programs, theories, and materials in the area of affective education and human relations.

Module: IX, 8C, 1 Modular Credit ____

Title: Transactional Analysis

Rationale: A current and very popular way of looking at human interaction is the use of transactional analysis; looking at the various paths of communication between our three parts, Parent, Adult, and Child. It is another way of describing how we deal, and worth looking into.

Objective: Given information on Transactional Analysis (TA), the student will be able to describe the system, provide instances at a personal level where it has or might have relevance, and evaluate TA by his/her standards of worth.

Learning Alternatives:

1) Berne, Eric, Games People Play, Ballantine, 1974
2) James, Muriel, and Jongeward, Dorothy, Born to Win: Transactional Analysis With Gestalt Experiments, Addison-Wesley, 1971
3) Harris, Thomas A., I'm OK, You're OK: A Practical Guide to Transactional Analysis, Harper and Row, 1969
4) Berne, Eric, What Do You Say After You Say Hello?, Grove Publishers, 1972
5) Local workshop on TA (time and place to be announced)
6) ______

Indicator: 2 - 3 page paper.

Evaluation: The paper should show that the student can:

a) describe TA accurately,
b) cite personal instances where it has relevance
c) evaluate its worth as a systematic way of looking at personality and human interaction.

Module IX, 8C, 2

Title: Reality Therapy

Rationale: Developed by Dr. William Glasser, this psychological system was the basis of Schools Without Failure. It has a lot to say about looking at and communicating with children, and is yet another tool at the disposal of a caring and responsible teacher.

Objective: Given information on Reality Therapy, the student will be able to describe basic components of the theory and practical applications it may have for personal future teaching.

Learning Alternatives:

1) Glasser, William, Schools Without Failure, Harper and Row, 1969
2) Glasser, William, Reality Therapy, Harper and Row, 1965
3) Write to "Institute of Reality Therapy"
   11633 San Vincente, Los Angeles, California, 90049, for bibliographies, and workshop times and places.
4) Lecture on Reality Therapy
5) ______

Indicator: 2-3 page paper or attendence at Glasser workshop.

Evaluation: The paper should show the student can:

a) describe the principles of reality therapy

b) discuss application for teaching and/or personal life

Module IX, 8C, 3

Title: Achievement Motivation

Rationale: Achievement Motivation is a theoretical and practical method of dealing with growth in attitudes of success and individual competence. There are offshoots of it which are worth knowing about when dealing with children with reading problems, self-concept problems, or achievement problems.

Objective: Given information on Achievement Motivation, the student will describe the development of such a system, and play at least one of the N-Ach games with a group of learners.

Learning Alternatives:

1) N-Ach Starter kit (in resource room) (contains Achievement Motivation Games- "Oragami Game","Ring Toss Game," etc.) available from:

2) Alshuler, A.S.; Mc Intyre, J.; and Tabor, D., *How To Develop Achievement Motivation: A Manual for Teachers*, Middletown, Conn: Educational Ventures, Inc., 1969

3) Alshuler, A.S.,"Teaching Achievement Motivation," in *Technology and Innovation in Education,* prepared by Aerospace Education Foundation, New York: F. A. Praeger, 1968

4) Workshop on Achievement Motivation- (will describe theory and preview games)

5) _______

Indicator: 1) 2 page paper describing theory

2) Short evaluation of game session with learners.

Evaluation: The paper should show that the student can describe Achievement Motivation in terms of major premises and applicability to teaching. The game session evaluation should focus on :

a) learner awarenesses

b) worth of game

c) any changes that might be made in doing it again.

Module IX, 8P, 1

Title: Someone's Doing Something

Rationale: One very frequent feeling in teaching is "Yeah, I'm doing some good things, but no one knows about it and I feel so alone." This aloneness can be softened by being aware that there are other people into the same thing. There are agencies and institutions which care about affective concerns.

Objective: Given a list of agencies and institutions that are in some way concerned with affective education, the student will write to at least 3 of these, solicit information on their purposes and programs, and share with a group of at least 5 peers what s(he) has learned.

Learning Alternatives:

1. Packet # _____ (contains list of agencies and organizations)
2. _______

Indicator: Short sharing session, with materials, with at least 5 peers.

Evaluation: Sharing should include:

a) some report on agency philosophy

b) any possible materials

c) subjective evaluation of agency's quality.

Packet List:

1. Adirondack Mountain Humanistic Education Center,
   Upper Joy, New York, 12987

2. Affective Education Development Project
   Room 323, Philadelphia Board of Education
   21st and Parkway, Philadelphia, Pennsylvania 19103

3. AFT Clearinghouse on Humanistic Education
   c/o Robert D. Bhaerman
   American Federation of Teachers, AFL-CIO
   1012 14th St., N.W., Washington, D.C. 20005

4. Associates for Human Resources
   Box 727, Concord, Mass. 01742

5. Association for Humanistic Psychology
   416 Hoffman St.
   San Francisco, California 94114

6. The Barksdale Foundation
   P.O. Box 187
   Idyllwild, California 92349

7. The Center for Curriculum Design
   823 Foster St.
   Evanston, Ill. 60204

8. Center for Humanistic Education
   University of Massachusetts
   Amherst, Mass. 01002

9. Combined Motivation Education Systems
   6300 River Road
   Rosemont, Ill. 60018

10. Communication Center # 1
    1001 Union Blvd.
    St. Louis, Mo. 63113

11. National Consortium for Humanizing Education
    Northeast Louisiana University
    Nonroe, La. Attn: Ms. Flora Roebuck

12. Consortium for Humanizing Education
    New College
    Oakland University
    Rochester, Mich. 48063 Attn: Jim Clatworthy

13. Development and Research in Confluent Education
    University of California at Santa Barbara
    Santa Barbara, California, 93106

14. Educational Development Center
55 Chapel St.
Newton, Mass. 02158

15. Education Ventures, Inc.
209 Court St.
Middletown, Conn. 06457

16. Effectiveness Training Associates
110 East Euclid
Pasadena, California 91101

17. Human Caring Workshops
Lutheran Social Services
600 W. 12th St.
Sioux Falls, S. D. 57104

18. Human Relations Education Project
Board of Education, City Hall
Buffalo, New York 14202 Attn: James Foley

19. Institute for Personal Effectiveness in Children
P.O. Box 20233
San Diego, California, 92120

20. Los Angeles Student-Development Center
Suite 16, 1434 Westwood Blvd.
Los Angeles, California 90024

21. The Motivation Center
17 Chevy Drive
Centereach, New York, 11720 Attn: Jim Nugent

22. Program in Humanistic Education
Retreat House Road
Glenmont, New York 12077

23. Psychological Education Project
Harvard Graduate School of Education
Longfellow Hall, Appian Way
Cambridge, Mass. 02138 Attn: Norman Sprinthall

24. Self-Enhancing Education
19517 Pruneridge Ave.
Santa Clara, California 95950

25. Teacher Drop-Out Center
Box 521
Amherst, Mass. 01002

26. University Associates
P.O. Box 615
Iowa City, Iowa 52240

27. Values Associates
Box 47
Amherst, Mass. 01002

28. Youth Research Foundation
122 West Franklin Ave.
Minneapolis, Minn. 55404

References: Canfield, J. and Phillips, M., "Humanisticography" in Media and Methods, September, 1972

Module IX, 8P, 2

Title: The Journals of Humanistic Education

Rationale: There are many publications available which deal with humanistic education. Teachers involved in the process should be aware of what there is, as well as the quality and usefulness of the material.

Objective: Given a list of journals and publications in the area of humanistic the student will write away for at least 3, and upon review, subscribe to at least 1.

Learning Alternatives:

1) Packet # _____ (contains list of journals and publications.)
2) ______

Indicator: Short written evaluation of six journals received and statement of decision about which one to subscribe to.

Evaluation: Description should include statements about quality of publication, contents, and estimated usefulness.

Journals and Publications

Packet Material IX, 8P, 2

1. AHP Newsletter and Journal of Humanistic Psychology, available from:
   Association for Humanistic Psychology
   416 Hoffman St.
   San Francisco, California 94114

2. Annual Handbook for Group Facilitators and Structured Experiences in Human Relations Training, (Vol. 1-4)
   University Associates
   P. O. Box 615
   Iowa City, Iowa 52240

3. Behavior Today
   Box 2993
   Boulder, Colorado. 80302

4. Big Rock Candy Mountain
   1115 Merrill St.
   Menlo Park, California 84025

5. Confluent Education Newsletter
   Confluent Ed. Program
   Box 219
   Minnedosa, Manitoba, Canada

6. Dynamis
   1 East 57th St.
   New York, N. Y. 10022

7. Edcentric
   Center for Educational Reform
   2115 S. Street, N.W.
   Wasington, D. C. 20008

8. Humanistic Education Quarterly
   Adirondack Mountain Humanistic Center
   Upper Jay, New York, 12987

9. Group Leaders Workshop
   Explorations Institute
   P. O. Box 1254
   Berkeley, California 94701

10. Just Learning
    Park South Teacher Center
    Clarendon School
    500 Clarendon Ave.
    San Francisco, California 94131

11. Motivation Quarterly
c/o J. Frymier
College of Education
Ohio State University
29 West Woodruff Ave.
Columbia, Ohio 43210

12. New Directions in Teaching
Dept. of Education
Bowling Green State University
Bowling Green, Ohio 43402

13. Observations from the Treadmill
c/o Mort Yanow
357 Hidden River Road
Narberth, Pennsylvania 19072

14. People Watching: Curriculum and Techniques for Teaching the Behavioral Sciences in the Classroom.
Behavioral Publications
2852 Broadway
New York, N. Y. 10025

15. Periodically
APA Clearinghouse for Precollege Psychology
1200 Seventh St., N.W.
Washington, D. C. 20036

16. Personal Growth
Personal Growth
Box 1254 - A
Berkeley, California 94701

17. Subterranean Pedagogy
c/o Clarice Stoll
Department of Sociology
Sonoma State College
Rohnert Park, California 94928

References: 1) Humanistic Education Quarterly, Upper Jay, New York

2) Canfield, J., and Phillips, M., "Humanisticography", Media and Methods, Sept. 1972

Module IX, 8P, 3

Title: Curricula, Curriculae

Rationale: There are materials available, and more coming, which can aid teachers in dealing with affective concerns in the classroom. Teachers should be aware of what is available, what is good, and how to get it.

Objective: Given lists of current curricula in affective-humanistic education, the student will review materials or descriptions available and write an evaluation of at least two programs.

Learning Alternatives:

1) Materials or brochures (in Room ____)
2) Packet # ____
3) ______.

Packet Contents:

1) Valett, Robert E., *Affective-Humanistic Education*, Belmont, California: Fearon Publishers, 1974, pp. 124-132
2) Canfield, J., and Phillips, M., "Humanisticography" in *Media and Methods*, September 1972, pp. 50-52 (available for $.50 from New England Center, Box 575, Amherst, Mass. 01002)

Indicator: Written description and evaluation of at least two programs.

Evaluation: The descriptions should include:

a) recommended level
b) materials program uses
c) major focus of program
d) seeming strengths
e) seeming weaknesses
f) overall evaluation

Module IX, 8E, 1

Title: Goodies We May Have Missed!

Rationale: In my opinion, the work of three men has had more to do with humanistic education than any others. Carl Rogers, Fritz Perls, and Abraham Maslow are people who are worth reading and digesting. If there are books on the following list you have not encountered, you're in for a treat.

Objective: Given works by Rogers, Maslow, and Perls, the student will read any of the books s(he) chooses.

Learning Alternatives:

1) Perls, Frederick, Gestalt Therapy: Verbatim, Lafayette, California: Real People Press, 1969
2) Perls, Frederick, In and Out of the Garbage Pail, New York: Bantam Books, 1972
3) Rogers, Carl, On Becoming A Person, Boston, Mass.: Houghton-Mifflin Co., 1961
4) Rogers, Carl and Stevens, Barry, Person to Person, Lafayette, California: Real People Press, 1967
5) Rogers, Carl, Client-Centered Therapy, 1951, Houghton-Mifflin
6) Maslow, Abraham, Motivation and Personality, New York: Harper and Bros., 1954 (Revised 1970).
7) Maslow, Abraham, Toward a Psychology of Being, New York: Van Nostrand Reinhold Co., 1968
8) Maslow, Abraham, The Farther Reaches of Human Nature, New York: Viking Press, 1971

Indicator: A pensive but happy face.

Evaluation: None.